



MELBOURN
VILLAGE COLLEGE

Year 7 Parental Handbook 2022-3

Please use this handbook as a guide to the curriculum that your child will study during the current school year.

A Contents table has been included that will allow you to click and move swiftly to the required pages.

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Please note that many of the staff named in the above table are teachers and may not be able to respond immediately. If you have an urgent matter, please contact the School Reception who can put you through to the most suitable available member of staff.

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Welcome from The Head of Year

General Information

Attendance:

Please help us to maximise your child's progress at school by ensuring that they attend punctually for every possible session. We understand that students will sometimes be unable to attend due to illness; in this case, please notify us by 8.45am on each morning of the absence, by phone 01763 223400 or by email MEL-Absence@melbournvc.org.

Please avoid making routine appointments in school time whenever possible. When notified that a student is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the student's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances.

For further information on this and other attendance issues, please see the school website, <http://www.melbournvc.org/> www.melbournvc.org.

Communication:

The school now seeks to put as much up-to-date information as possible on its **website**. Most general information that parents would seek can be readily found at www.melbournvc.org. This includes the school term dates and a live calendar on the HomePage.

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to teaching and other commitments.

Our Receptionists will attempt to connect your **telephone calls** for you and will pass a message to the relevant staff member if they is not immediately available. The staff member will try to respond as soon as possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. *In emergencies*, the Receptionist will pass on messages to students.

The school will always try to acknowledge **letters and e-mails** received from parents within two working days. The school email address is: office@melbournvc.org

The school uses the **SchoolPost** system to send all standard forms of communication home via email. Please ensure that any response forms required are filled out by the deadline stated.

Parents are encouraged to sign up to **Go4Schools** where they can access information about their child such as their timetable, their behaviour, their homework and their academic progress. Parents may go to Go4Schools and click on 'First Time User' to create an account.

How to help with Homework:

Teachers will set homework for students, using Go4Schools to communicate the task to students and parents.

The tasks themselves may make use of other elements of the school IT systems such as the CATalogue (SharePoint) and Teams.

Homework will normally be set with at least two nights before it is due in again, to enable families to arrange their own homework schedules around other aspects of family life and childhood activities.

Please provide your child with a calm and quiet place to complete homework; sitting at a table is best. Creating a regular pattern of completing homework can be beneficial so that a habit is established.

Please ensure that your child is provided with a school bag to transport their work to and from school. Students will also need a range of equipment including several writing pens (blue or black ink), pencils, coloured pencils, a ruler, a protractor and a calculator. Tippex or similar correcting fluid should not be used in school – mistakes should be simply crossed through with a single line.

IT Systems for Students:

All students will receive a logon to the school IT systems, along with a school email address, that enables them access to:

- The school network when in school
- Office 365 outside of school
- theCATalogue (SharePoint) where school resources are stored.

Students' email address will be in the format of 123456@melbournvc.org – this email is then their username to access the CATalogue: [Melbourn - Welcome \(sharepoint.com\)](http://Melbourn - Welcome (sharepoint.com)).

From here students can access all the subject resources available from the 'burger' icon:



And students can access all the programs and apps of Office 365 from the 'waffle' icon:



This includes Outlook (for email), Word, PowerPoint, OneNote and Teams. Teams provides videoconferencing for the delivery of live lessons, as well as access to Assignments and Class Notebook (OneNote).

Students can also access Go4Schools to see their timetable and homework: [Login : GO 4 Students](#).

Students' password for Go4Schools is not the same as their passwords for all other school systems – if they forget it, they can go to [Students - Sign in - GO Authentication \(go4schools.com\)](#) and select 'Forgotten password?' to reset it.

Students with iPads will also have a 'passcode' to unlock their iPad. This has been set by the student themselves and cannot be reset by staff. If forgotten, the student's iPad will need to be factory reset.

We recommend that parents keep a note of these details.

Service	Logon/ ID	Password
Network and Office 365	@melbournvc.org	
Go4Schools		
iPad passcode		

SEND – Student Support Centre and The Cabin

The Student Support Centre, known as the SSC provides support for students identified as having special educational needs and/or disability (SEND). These students have an Education Health and Care plan (EHCP) and receive some additional adult support in the classroom. Our team of TAs also try to support other students in lesson when they can.

We provide a supervised social space at break and lunch time where we encourage and facilitate social interaction and conversation. The outside space in front of the SSC is also reserved for students who have SEND and need a quieter area to be in. Our sensory room also provides a calm space for students to self-regulate when needed.

Students with a high level of needs have an allocated keyworker who will meet up with them once a week and check on their wellbeing and help solve any concerns or difficulties.

The SSC team also assess and apply for exam access arrangements and reasonable adjustments as defined by the Joint Council for Qualifications “ *Access arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make ‘reasonable adjustments’.*”

We also lend out scanning reader pens and a small number of i-pads for students to use as part of their reasonable adjustments and provide coloured paper exercise books and overlays for those students who have some level of visual stress.

A very small number of students access more bespoke programmes of study which are tailored to their individual needs and are part of our Skills Base provision.

Our wider work encompasses providing small group intervention for emotional and social skills, careers guidance for the children who access our support and continuing professional development and guidance for our school staff on all matters SEND.

The Cabin is a specialist unit for students with Autistic Spectrum Conditions where we provide a safe, secure and inclusive environment to enable them to integrate into mainstream school and get a holistic education.

We promote specialist support to help our students to achieve their full academic potential and we also provide social experiences to expand their boundaries and develop their confidence, helping them to become more independent.

We help them work towards their future by developing life skills and empowering students to achieve economic well-being and independent living on leaving school.

We have a dedicated team of professionals offering outstanding facilities for learning.

English

Why we teach English:

At Melbourn Village College, our English team is committed to inspiring young minds by encouraging students to be imaginative and creative. We give our students the confidence to experiment and take risks with their writing. We want our students to have the determination, perseverance, and true grit to succeed in a broad subject that opens many new doors and exciting opportunities for the future. Our students develop self-expression and fluency in their writing, self-confidence in presenting their ideas, and the capability to use language to communicate effectively and present themselves to their best advantage. Through a range of modules, they engage with the many different spheres of learning English. Students study a Shakespeare play every year; read and interpret a range of modern novels; explore the world of poetry; and discover many genres of writing, using language in different forms for a range of audiences. As part of our enriched curriculum we also offer opportunities for students to get involved in a range of events throughout the year. These help to extend, embed and strengthen the skills developed during their lessons which will in turn, benefit them throughout their life.

KS3 Overview of content:

We have an excellent range of modules that underpin all our values of encouraging students to be imaginative and creative. Students study a Shakespeare play in Yr7 and Yr8; read and interpret a range of modern novels; explore the world of poetry; and learn about many genres of writing, using language in different forms for a range of audiences. Our Year 7 curriculum focuses on introducing the skills and style of questions they will need to be familiar with at GCSE, which they will then build upon every year through a variety of different texts.

Yr 7 Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Reading and analysing fiction: As students embark upon the next exciting stage of their journey of developing their English skills, they will be immersed in literature from different periods and different cultural settings. Some of the fiction they will read will be familiar to them from KS2, but they will be challenged to extend and deepen their skills of inference and analysis. Students will be introduced to the skills of interpreting implicit meanings, analysing a writer's language and structural choices, and be encouraged to think critically	Students will be given a range of thought-provoking questions, which will encourage them to draw upon their skills of inference, supported with reference to the text. The assessment will be one hour.

	when evaluating their views in response to the fiction they read.	
Autumn - 2	<p>Writing (Transactional): Giving a voice to young people has never been more important, and in this unit, students will be introduced to a range of non-fiction texts through which they will experience the power of persuasion in the written word, from campaigners including Martin Luther King and Greta Thunberg.</p> <p>Students will be introduced to the art of persuasion through two different formats: text for a leaflet and text for a speech. Students will build upon the skill of precisising longer passages from KS2 and be introduced to extended writing. They will learn how to use vocabulary, grammar, punctuation and tone to plan, develop, edit and complete successful persuasive pieces, with careful consideration to audience, purpose and format.</p>	Students will put their persuasive skills to the test with the task of writing the text for a speech. The assessment will be one hour.
Autumn – 2 (2 weeks)	<p>Poetry festival: students will have the opportunity to learn and perform poems from the ‘Poetry by Heart’ website, which they will be familiar with from key stage 2. Stepping onto the stage, they will have the exciting opportunity to creatively plan and perform class, group and individual poems, in front of a positive audience.</p>	No assessment
Spring - 1	<p>Literature (Shakespeare – ‘A Midsummer Night’s Dream’): <i>“The course of true love never did run smooth,”</i> comments Lysander, articulating one of <i>A Midsummer Night’s Dream’s</i> most important themes—that of the difficulty of love. Key stage 2 students will be familiar with a range of Shakespearean stories, and in year 7, students will be introduced to the skills of interpreting and understanding events, characters and themes, as well as looking at</p>	Moving beyond the story, students will be asked to offer their point of view in response to an extract and essay question, using quotations to support their perspective. The assessment will be one hour.

	Shakespeare's use of language, form and structure.	
Spring - 2	<p>Reading (19th and 21st Century non-fiction texts): <i>'It is not the prisoners who need reformation. It is the prisons.'</i> Oscar Wilde. Students will be exploring themed texts from the 19th and 21st century, focusing on changing attitudes and practice towards children and animals. These texts will focus on crime and punishment, from the perspective of a child, and the way in which we treat animals in captivity.</p> <p>Students will build on their skills from key stage 2, of retrieving, recording and presenting information from non-fiction texts and be introduced to analysing language techniques, comparing writers' perspectives and skills in summarising texts, as well as making comparisons between texts from different periods and perspectives.</p>	Students will be given a 21st and 19th century non-fiction source and they will answer a range of reading and comprehension questions in which they will reflect of the different views and perspectives of the writers. The assessment will be one hour.
Summer - 1	<p>Literature (Private Peaceful): <i>'Don't wish. Remember. Remembrances are real.'</i> Tommo, <i>Private Peaceful</i>, <i>Michael Morpurgo</i>. In this introduction to a modern prose text, students will be exposed to themes of war, conflict, relationships, family, growing up, love, disability, bullying, blame, guilt and grief. Students will be encouraged to think about the writer's craft in responding to events and characters in the novel.</p>	Moving on from their previous literature module, students will be given an extract and guided questions to answer, encouraging students to think about the writer's craft, as well as interpreting meaning. The assessment will be one hour.
Summer - 2	<p>Writing (narrative):</p> <p>Storytelling is key to the enjoyment of literature and in this unit, students will open a window to their own imagination and creativity.</p> <p>In this unit, students will be introduced to more complex ways of structuring a narrative, developing a character and</p>	To show their independent use of the skills of structuring and using language that have been introduced, students will be given an image and asked to plan and produce a story in response to the image. The assessment will be one hour.

	creating an atmosphere. As a corollary, students will build on the skills of using grammar, language and punctuation to change and enhance meaning from key stage 2. They will be introduced to the skills of experimenting with a variety of sentence types to create mood and communicate meaning.	
	<p>Speaking & Listening (inform/explain): The ability to devise, deliver and successfully communicate verbally is key. In this unit, working with Drama, students will be introduced to the skill of oratory. They will learn how to give a successful speech for the purpose of informing and explaining.</p>	Students will be asked to give an individual presentation with the purpose to inform/explain.

Homework:

Homework will be set once a week and students are expected to spend forty minutes completing it to the best of their ability. The types of homework set can include wider reading around a topic/subject we are studying, research in connection with a topic, literacy, or the class teacher may set something specific in connection with the tasks being completed in lessons.

Learning outside the classroom:

Every year we run the KS3 Poetry Festival, which is a fantastic opportunity for students to collaborate and experience their moment on the stage performing their chosen poem. It is always highly successful and enjoyed by the students and staff. We often run various writing competitions, some of which are within our own school, but we also encourage students to take part in national competitions too. As a department, we welcome any ideas from students of events or competitions that they would like to take part in.

Parental support and extension:

Feeling Inspired? Avoid the endless repeats on television by reading a novel.

Why not have a look at the following website links for some suggested books for reading?

<http://www.booktrust.org.uk/books/teenagers/>

<http://www.readingmatters.co.uk/>

<http://www.carnegiegreenaway.org.uk/livingarchive/>

<http://www.lovereadings4kids.co.uk/>

The best support you can give your child to ensure they progress in English is to read with them and discuss what you have read together. There are also lots of useful websites with spelling,

punctuation and grammar games/quizzes, which are an ideal way for students to develop their literacy skills independently.

More information:

In terms of additional help that parents and carers can provide, please make sure that if you are able to, you ensure that your child uses a local public library to access as wide a range of reading material as possible. This is, of course, free. A dictionary and thesaurus are also excellent resources for students to have and to become accustomed to using when completing independent written tasks.

Mathematics

Overview of content:

In Mathematics, the curriculum is broken into three termly modules; each module contains number, algebra, data and geometry topics. Towards the end of each term, students can demonstrate their mastery of the topics they have been learning by sitting a progress test. Throughout the year, students will continue to develop their problem-solving skills as well as their ability to reason and communicate mathematically.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<p>Number: Number skills including working with decimals, negative numbers, and prime numbers.</p> <p>Algebra: Introducing algebraic expressions, manipulating algebra including substituting into expressions and collecting like terms.</p>	End of topic homeworks.
Autumn - 2	<p>Data Handling: Representing data using a variety of graphs suitable to the level of the students – pie charts, scatter graphs or stem and leaf diagrams leading into bar charts.</p> <p>Geometry: Using angle facts, investigate parallel lines and the angle rules in 2D shapes.</p>	<p>End of topic homeworks.</p> <p>Progress test sat in early December.</p>
Spring - 1	<p>Number: Learning to use a calculator well, thinking about accuracy and estimation. There will be an emphasis on using a calculator to solve multistep problems.</p> <p>Algebra: Forming and solving equations.</p>	End of topic homeworks
Spring - 2	<p>Data Handling: Analysing data, presented in a variety of ways, using averages and range.</p> <p>Geometry: Perimeter and area of 2D shapes, including triangles, parallelograms, trapezia and circles.</p>	<p>End of topic homeworks.</p> <p>Progress test sat in late March</p>

Summer - 1	<p>Number: Fractions, decimals and percentages. Working with fractions, comparing and performing calculations. Converting between fractions, decimals and percentages and finding percentages of numbers.</p> <p>Algebra: Different groups will look at different difficulties of sequences identifying patterns and describing in algebraic terms. Using graphs to investigate straight lines. Some groups will also look at real-life graphs.</p>	End of topic homework.
Summer - 2	<p>Data Handling: Topics in probability will be explored including independent events, mutually exclusive events and expected outcomes.</p> <p>Geometry: A range of different topics depending on the level of the students including understanding similarity, scale factors and congruency.</p>	<p>End of topic homework.</p> <p>Progress test sat in late June.</p>

Homework

Homework is set weekly and normally takes the form of assigned tasks from the HegartyMaths website.

Learning outside the classroom:

Maths is everywhere in life. Encourage your child to look for numerical patterns, or to apply their mathematical skills to the real world – working out the area of a room’s walls to calculate how much paint to buy, estimating the cost of a supermarket shop etc.

Parental support and extension:

Extra mathematics support can be found on the HegartyMaths website or another excellent website is Corbettmaths. Both provide help videos and practise questions.

However also simply practising times tables is a really valuable activity and a more fun way to do this is to regularly use the website Times Table Rockstars. This site uses competitions and games to make the practise more enjoyable.

More information:

Please ensure your child arrives at school every day with the correct mathematical equipment. In addition to normal writing equipment, they will require a scientific calculator – we recommend a Casio FX-83 or FX-85. A protractor and pair of compasses would also be helpful.

Science

Overview of content:

In Year 7 Science teaching is divided into 10 units that introduce a broad range of scientific ideas into discrete and distinct concepts or 'chunks' that students can easily relate to and to make the learning journey easier to follow with distinct steps. Biology, Chemistry and Physics are equally represented across the year and the distinction between is made between the disciplines to bridge the transition into GCSE where they will become more pronounced.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<p>Across the autumn term the following units:</p> <ul style="list-style-type: none"> • Speed and Gravity (Physics) • The Particle Model and Separation techniques (Chemistry) 	<p>Each unit will have a Check Point Assessment. In order to encourage the students to recall and remember key ideas or skills.</p> <p>An end of term examination will then take place at the end of term, equally weighted between each unit. This will take the form of a 50min written exam in order to introduce the idea of the 'big exam' and to expose them to exam style questions, skills and command words.</p>
Autumn - 2	<ul style="list-style-type: none"> • Cells and Movement (Biology) • Sound (Sound) <p>The units will be spread across the term equally and when is dependent upon whether the class is taught by a single teacher or shared between more than one.</p> <p>Chemistry, Physics and Biology are always present and taught in each term.</p>	
Spring - 1	<p>The spring term follows the same model the autumn term but has three new units:</p> <ul style="list-style-type: none"> • Voltage, Current and Resistance (Physics) • Investigating: Metals and Non-metals and Acids and Alkalis (Chemistry) 	<p>The same assessment model is used.</p>
Spring - 2	<ul style="list-style-type: none"> • Variation and Human Reproduction (Biology) 	

Summer - 1	<p>The summer term follows the same model the autumn term but has three new units:</p> <ul style="list-style-type: none"> • Energy Costs and Transfer (Physics) • Earth structure and Universe (Chemistry) • Interdependence and Plant Reproduction (Biology) 	<p>The same assessment model is used resulting in all students exposed to 10 small 'Check Point' tests and 3 larger exam style assessments across the year.</p>
Summer - 2		

Homework

Homework will be set accordance to the topics covered, lesson activities and whether the class is shared or taught by a single teacher. We give advanced warning for assessments and direct students towards revision materials or task, with a focus on developing the skills for more independent learning. Students will also have a class login for Seneca Learning that will be used throughout the year to support learning.

Learning outside the classroom:

Dr. Wilson will be leading a Science Club this year and all are welcome. Every week there will be a range of hands on practical sessions and mini-projects in all three Sciences. The key here is to provide a fun learning environment.

Parental support and extension:

Curiosity is a fantastic thing to foster in young learners and, in the addition to formal support (ie. homework, revision etc.), it is great to develop a strong scientific general knowledge. This can take multiple forms and there is no correct way of doing it. But by introducing young minds to: scientific documentaries (Attenborough is always a favourite! iPlayer and other providers have a fantastic selection), attending museums and even through discussing what they are studying can contribute to development.

Online support can be found using the follow websites:

www.senecalearning.com – students will have their own login from their school email account.

www.bbcbitessize.co.uk – students need to remember to select Key Stage 3 or KS3.

More information:

All of the content of the units selected for the Year 7 Science programme have been derived from the AQA Key Stage 3 Syllabus and cross-checked against the UK National Curriculum topic for Key Stage 3. This means that the topic taught can be found across common media and support materials. This includes BBC Bitesize, Seneca Learning, Revision Guides (including popular ones, such as GCP) and wider.

Support Documents can be found at:

<https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Computer Science

Overview of content:

Over the course of year 7 students will learn how to safely use new technologies including social media, internet web pages and computer systems. Students will improve their coding skills using Scratch and look at the basics of computer systems. They will also learn the basics of some Microsoft office programs such as Word, Excel and PowerPoint.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Initial assessments Introduction to algorithms	End of topic online assessment
Autumn - 2	Scratch programming + Bebras Challenge + Hour of code	Review of completed programs
Spring - 1	Safe and efficient use of social media and the internet	End of topic online assessment
Spring - 2	Microsoft Office: Word, Publisher, PowerPoint, Excel	Review of completed office documents
Summer - 1	Computers – under the hood Binary Images and pixels	End of topic online assessment
Summer - 2	Extended Scratch programming project	Review of completed project

Homework

Homework will be set weekly and may be in the form of an online quiz, some research or work on a coding challenge.

Learning outside the classroom:

There are many fantastic computing websites which students could use to improve their understanding of the subject. One excellent site is <https://codecombat.com/> which encourages coding through games. Students can also practise their Scratch programming at <https://scratch.mit.edu/> . Some simple turtle drawing can be found on <https://turtleacademy.com/>.

Parental support and extension:

Further information and support on Key Stage 3 Computing can be found [here](#) on the BBC Bytesize website.

Physical Education

Overview of content:

Throughout Year 7 students will study a range of individual and team sporting activities. Students will have 2 PE lessons a week, these lessons will teach students about the practical skills, rules and tactics associated with the sports that we do, as well as the importance of life skills and maintaining a healthy and active lifestyle.

Students will study the following physical activities: (the order may change slightly due to resources)

Autumn term: Hockey, Rugby, Gymnastics, Dance and Swimming

Spring term: Netball, Basketball Football, Table Tennis, Multi Sports, Badminton and Orienteering

Summer Term: Rounders, Cricket and Athletics

Students will be assessed across 3 strands, Personal Me, Thinking Me and Practical Me. The 'Personal' domain refers to emotions, behaviours and self esteem. The 'Thinking' domain refers to tactics, mental capacity, decision making and evaluation. The 'Physical' domain refers to the physical literacy and movements of the body. Students will be assessed at least twice a year in each domain.

Homework:

Students will be encouraged to practise their skills outside of lessons at home, enrichment and clubs. They will also be guided to watch sport live at venues or on TV.

Learning outside the classroom:

The PE department offers lots of different sporting enrichments after school which students are encouraged to attend, students can experience Football, Hockey, Netball, Table tennis, Golf, Squash, Running club, Badminton, Rounders, Cricket, Athletics and Basketball. Some of the clubs are led by outside coaches such as Melbourn Squash club.

Parental support and extension:

Parents can support their children by encouraging them to take part in sport after school and outside of school and by taking them to live sporting events.

More information:

Students are required to wear the PE school uniform for all PE lessons, enrichment and fixtures. Extra protective equipment such as gum shields and shin pads may be required for some sports.

Spanish

Overview of content:

Students in Year 7 will learn the sounds of the Spanish language (phonics) and their knowledge of grammar and vocabulary will aim to build on any Spanish learnt at Primary School, but with a different focus. This means that students with no prior knowledge of the language are not disadvantaged in any way. All grammar and vocabulary are revisited several times over the year, with the aim of students becoming confident learners of the language.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<ul style="list-style-type: none"> Describing places and location. Saying what someone is like at the moment. Saying what someone is like in general. Saying what people have. Saying what people do Essential verbs: estar, ser and tener Indefinite articles Adjectives – gender and agreement AR verbs in the present (singular) Yes/no questions – raised intonation	Weekly vocabulary tests
Autumn - 2	<ul style="list-style-type: none"> Saying what people do and don't do. Numbers (1 to 12) and talking about more than one thing Saying what there is around you and describing it Talking about the location of things Describing a place Giving and wanting (festive season and family) Using “no” to make a verb negative Hay/tiene Singular and plural definite articles Dar – to give (singular) Querer – to want, wanting (singular)	Weekly vocabulary tests
Spring - 1	<ul style="list-style-type: none"> Describing family Describing some natural wonders of the Spanish-speaking world Asking and answering questions Adjective agreement and position Tener – tenemos/tienen Question words Hacer (singular)	Weekly vocabulary tests
Spring - 2	<ul style="list-style-type: none"> Talking about what you do with others (rural life) Talking about what people <i>can</i> do Contrasting what people <i>must, can</i> and <i>want</i> to do 	Weekly vocabulary tests Achievement assessment covering listening, reading, writing and speaking

	<ul style="list-style-type: none"> • Places and locations • Saying what people are like today vs in general Ar verbs – we form Modal verbs – poder, deber Estar – we and they Del versus de la	
Summer - 1	<ul style="list-style-type: none"> • Describing activities (travel) • Describing what people do • Describing what people do (technology) Ar verbs – they Er and ir verbs (singular) Question words	Weekly vocabulary tests
Summer - 2	<ul style="list-style-type: none"> • Discussing what people do and don't do • Describing people and possessions • Describing when and where people go • Describing future plans Possessive adjectives (my, your) Ir – to go, going Ir + a + infinitive to express future	Weekly vocabulary tests End of Year assessment in all skills

Homework

Homework is set once per week and will be to learn 10-15 words using Quizlet and / or vocabulary guide. The words should be learnt over several days, as this will help students to remember them for longer. Vocabulary will be tested at the end of the second lesson each week, so that students have been using the vocabulary prior to the test.

Learning outside the classroom:

The Spanish spelling bee is an opportunity for students to learn about the sounds of Spanish and take part in a competition with national finals.

Parental support and extension:

Students will benefit from being supported to learn their vocabulary every week. They might enjoy teaching the words to you or ask you to help them practise for the test each week.

More information:

Students find that using an app like Duolingo is fun and helpful. Although it does not follow our curriculum exactly, it is motivating.

Mandarin

Overview of content:

Students will gain a general understanding of China and the Chinese language, be able to introduce themselves and talk about their name and their feelings. Students will be able to understand classroom instructions in Mandarin and begin to develop their ability to read Pinyin and tell the difference in the four tones.

We'll be covering the following topics based on 'Jing bu 1' course

- Greeting
- Introducing yourself
- Family and pets
- Birthday
- Hobbies you like and dislike
- Sports you can and can't yet do
- Days of the week and diaries
- School subjects

While developing students' communicative competence, the grammar knowledge necessary to achieve highly is integrated into these topic areas.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Numbers; Age; Names, Greeting	Unit 1 Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Autumn - 2	Family, Pets;	
Spring - 1	Calendar; Birthday	Unit 2 Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Spring - 2	Hobbies;	
Summer - 1	Sports; Diary	Unit 3 Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Summer - 2	School subjects	

Homework:

Each week student will be given homework which includes one page Chinese character practice sheet and one page of translation/reading and vocabulary practice. At this stage, students are highly encouraged to do the extension questions.

Self-learning resources:

In order to encourage students' independent learning, each student is entitled to have free access to 'Go Chinese' website which contains abundant self-learning resources to consolidate four skills in Mandarin, especially the GCSE related practices as the preparation for the next year.

Vocabulary and Grammar Booklet:

Each student will have Vocabulary and Grammar Booklet which covers all of the vocabulary and grammar points in all topics. Students can make good use of it for revision as well as the learning

support in lessons.

Art

Overview of content

All KS3 projects are designed to test the students' embedded learning of core art skills in art and design in preparation for GCSE. The projects cover art from other cultures, realism in art, and the art of popular culture, all linked to influential artist's ideas and work. Throughout each year group, we aim to show students how embedded learning in Art and Design can increase both their skills and creativity and act as a secure building block for future artistic study. We also want students to enjoy their creativity.

We will cover the following core skills, throughout the curriculum introducing new, different content while re-visiting and developing the same core skills aiming for increased technical complexity and sophisticated development of knowledge and understanding over time.

- Core Skill 1 Drawing skills (C1)

The key focus of the year is to increase confidence in drawing. Students will be learning the process of drawing including how to hold the pencil; how to use contour and tone to record shape accurately and how to build detail and texture in stages. They will also experience drawing with a range of materials and to both small and large scales.

- Core Skill 2 The Formal Elements (C2)

Line, tone, perspective, proportion, pattern, texture, blending, composition etc. These skills are taught and consolidated over much of the year's work.

- Core Skill 3 Paint and Colour (C3)

Students will explore atmosphere, memory, emotion and feeling through mark making and colour mixing. They will develop a knowledge and understanding of different painting techniques and use of pastel, ink and pencil to express colour in a creative way.

- Core Skill 4 Knowledge and Understanding (C4)

Knowledge and understanding about the History of art, craft, design and architecture where relevant to project theme, including other cultures. Students should be able to make their own informed judgements and opinions based on the work of others.

Yr. 7 Programme of Study

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Baseline assessment – 2 weeks Drawing Workshops -3 weeks C1 Seashore Project to include higher level drawing of shells and pebbles. C1 Homework research Project on the book of Shells by the Japanese Artist	Through constantly reviewing sketchbook work including verbal feedback and half termly go4schools mark entry. Final marking of each termly project will include marking and summary of

	Utamaro – 6 weeks going into the next half-term C1/C4/C3	<p>achievement in sketchbook also noted in Go4schools.</p> <p>Verbal Feedback targeted to improvement pinpointing that students have secure knowledge e.g.</p> <p>Exit questions, Quick fire check, display of all work held up for overview, time targets, etc</p> <p>Peer assessment.</p> <p>The marks are based on creative development of project work overtime, not one-off pieces of work.</p>
Autumn - 2	Continuation and development of observational Seashore project C1	As above
Spring - 1	Egyptian Scarab Beetle Project – looking at the Art of Ancient Egypt and links between observational drawing, nature and taking these drawings into a range of media. Cross-curriculum links with Geography/RE investigating another country/culture. C1/C2/C3/C4	As above
Spring - 2	Continuation and development of Scarab Egyptian project with emphasis on personal creative growth and refinement of technique C1/C2/C3/C4	As above
Summer - 1	The Art of Illuminated Manuscript and lettering design work project Students will look illuminated manuscripts and also contemporary calligraphy artists such as Gemma Black alongside Book illustrators C1/C2/C3/C4	As above
Summer - 2	Continuation and development of Illuminations Manuscript and Lettering Project C1/C2/C3/C4 Recap of core skills learnt to embed learning.	As above

Homework

1 termly project set on Go4schools.

Learning outside the classroom

Visit museums and art galleries either local or national. Lions Yard and the Fitzwilliam Museum Cambridge are free to visit.

Watch skill-based videos on how to do art technics on YouTube

Parental support and extension

Encourage all forms of artistic creativity and discuss ideas with students.

Visit exhibitions with students

More information

Students will have a sketchbook for most work and this should be brought to all lessons. Also, all students can purchase an art pack cost will vary. Please email teachers directly if you have any concerns or questions:

sward@melbournvc.org Lead in Art

sheeks@melbournvc.org Art Teacher

Drama

Overview of content:

The Year 7 curriculum will introduce the study of Drama as creative artform. Year 7 students will begin developing their skills in creating, working as a team, and performing to an audience. We develop a range of skills such collaboration, communication and working to a deadline whilst studying different styles, genres, theatre skills and terminology.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Working together- creating together “The Secret’ Baseline assessment on Scripted work- portrayal of a character	Baseline Assessment of Devised piece Baseline Assessment of Scripted extract
Autumn - 2	Introduction to performance skills, developing voice, movement, and character workshops	Individual performance
Spring - 1	Introduction to Devising: working together collaboratively and creatively.	Devising Performance Ongoing teacher assessment of the dramatic process
Spring - 2	National Theatre Production – Peter Pan - Introduction to critical appraisal	Live theatre analysis and evaluation
Summer - 1	History of Theatre- Prehistoric Ritual, Greek Theatre, Greek Chorus	Practical Performance
Summer - 2	History of Theatre 2 - Medieval, Commedia dell’Arte, Shakespeare, Modern 20 th Century practice	Ongoing teacher assessment of classwork, alongside an individual theory assessment.

Homework

Homework will be set when required. Homework examples include to research a given stimuli, complete a written task, preparing for assessment, online revision, learning lines etc.

Learning outside the classroom:

Any live theatre experiences a student can have will be beneficial. Reading a wide range of texts, particularly fiction would be useful.

Parental support and extension:

Students would benefit from looking at various playscripts, novels and opening their mind to different literature. Any opportunity to observe live theatre or streamed professional performances would benefit greatly.

More information:

Drama is a group-based subject, although students will be assessed on their individual contribution, collaboration and teamwork is a key to success.

Music

Overview of content:

In Year 7, student's learning and assessment is centred around the three core areas of British National Curriculum Music. These are Performing, Composing and Understanding.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Instruments of the Orchestra	Keyboard assessment (Practical)
Autumn - 2	Introduction to World Music	Keyboard assessment (Practical)
Spring - 1	Western Arts Music	Listening and Written assessment
Spring - 2		
Summer - 1	Solo Musical Performance	Practical assessment
Summer - 2	Free Composition	Keyboard (or other instrument) assessment

Homework

Homework set will be in the form of a project that will run over the half term. Information will be available on Go4Schools.

Learning outside the classroom:

MVC offers one-to-one music tuition in the following disciplines:

- Violin
- Flute
- Clarinet
- Saxophone
- Voice
- Piano
- Guitar
- Drums

A brochure is available at reception or see Mr Thomson for more details.

As part of the enrichment programme the following activities are available:

MVC Show Band – Tuesdays 15.00 – 16.00

MVC Choir – Wednesdays 15.00 – 16.00

More information:

For any other information about music provisions at Melbourn Village College, please email:

jthomson@melbournvc.org

Food Preparation and Nutrition

Overview of content:

In Year 7, students can gain an array of practical skills through the preparation and making of a range of dishes. The aim in Year 7 is for students to become familiar with cookers and basic food safety principles. Students will be required to weigh and measure accurately, consider personal hygiene in a food preparation setting and understand the importance of washing and drying equipment. Students will also explore the importance of a balanced diet and choosing healthier options.

Programme of Study:

	Topics studied; skills and knowledge	How this will be assessed
Unit 1: Taster Session (short introduction).	<p>Equipment: understanding the range of equipment used in lessons.</p> <p>Hygiene: importance of washing and drying equipment.</p> <p>Skills: using digital scales, measurements of liquids, bridge and claw method.</p> <p>Examples of dishes: vegetable crudities, eggs on toast, rock cakes.</p>	N/A
Unit 2: Methods of heat transfer.	<p>Cooking methods: conduction, radiation and convection.</p> <p>Hygiene and safety: personal hygiene, the role of temperature in bacteria growth.</p> <p>Skills: cake making methods, use of oven, weighing and measuring.</p> <p>Examples of practical dishes: pasta salad, cheese straws, scones.</p>	<p>1 x practical assessment toward end of unit.</p> <p>1x written assessment toward end of unit.</p>
Unit 3: A balanced diet.	<p>The Eatwell Guide: using this guide to explore and encourage healthier eating.</p> <p>The importance of breakfast: breakfast is important to break the fast and research has proven it affects mood and mental well-being.</p> <p>Exploring functions of nutrients: why does our body need fats, proteins and carbohydrates. A closer look at fibre.</p> <p>Skills: weighing and measuring, knife skills, presentation skills.</p> <p>Examples of practical dishes: Chicken goujons, fruit breakfast muffins, scone-based pizza.</p>	<p>1 x practical assessment toward end of unit.</p> <p>1x written assessment toward end of unit.</p>

Homework

Students will be required to produce one formal written homework per unit to link with taught content in lessons. In addition, students will be asked to research recipes, bring in additional ingredients and explore topical food issues on a weekly basis. Students are encouraged to self and peer assess skills and products at the end of each practical lesson.

Learning outside the classroom:

Miss Giles has created a You-Tube channel, and students are encouraged to visit this channel prior to the lesson to observe methods and key tips; this is to increase student confidence and independence in lesson. Students are encouraged to watch Food documentaries and programmes, such as Food Unwrapped.

Parental support and extension:

If possible, students should use their learned skills at home to further confidence, independence and creativity. Parents can support students by encouraging healthier option choices of additional ingredients.

Website for recipes, healthy facts and foodie fun: <https://www.foodafactoflife.org.uk/>

More information:

There are two options for ingredient provision for your child; pay a requested contribution for basic storeroom ingredients or provide all ingredients for the practical activity.

Students are required to bring a container for each practical lesson.

Design & Technology

Overview of content:

Through a variety of highly creative and practical activities, the students will be taught the knowledge, understanding and the skills needed to engage in the process of Designing and Making. The projects this year will include wood, plastics, and metals and some of the skills required to create with these materials.

The department has a rotation system. The students will spend half the year in Technology and the other half of the year in Food (and vice versa).

Programme of Study:

Half term	Topics studied	How will this be assessed
Autumn – 1	Health & Safety Technical Drawing Oblique and Isometric	Test Assessment and Testing
Autumn – 2	Plastics – making of an acrylic key ring	Assessment and Testing
Spring - 1	Metals – making of a mild steel key ring. Wood – Making of a model boat using Softwood and Hardwood	Assessment and Testing
Spring – 2	Health & Safety Technical Drawing Oblique and Isometric	Test Assessment and Testing
Summer – 1	Plastics – making of a key ring	Assessment and Testing
Summer - 2	Metals – making of a key ring Wood – making of a model boat Softwood and Hardwood	Assessment and Testing

Homework:

Relevant homework will be set with each topic and will be assessed and graded. Homework will be given weekly. Each student will also be assessed on the practical aspect of the topics.

Learning outside the classroom:

All students should be encouraged to read and practise the subjects.

By arrangement, with the relevant teachers, some days after school working may be available.

Parental support and extension:

All students should be encouraged to read and practise the subjects.

There will be an opportunity to download a drawing programme called 2DDesign.

History

Overview of content:

In Year 7 students will undertake five units of study taking them from the death of Edward the Confessor on 6th January 1066 to the death of King Richard III at the Battle of Bosworth Field in 1485. These extraordinary years in English History see conflicts between Church and state, the horrors of the Black Death and the chaos of the Peasants' Revolt. Skills such as chronology understanding, significance, diversity of experience as well as change and continuity will be examined.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	History Skills William of Normandy	Baseline Assessment
Autumn - 2	William of Normandy	Higher and Foundation examination paper on the leadership of William I.
Spring - 1	Medieval Monarchs 1087-1381	
Spring - 2	Medieval Monarchs 1087-1381	Higher and Foundation paper on the Hundred Years' War.
Summer - 1	Ordinary People and Religion	Higher and Foundation examination paper on the importance of the Church.
Summer - 2	Richard III and Explorers	

Homework:

Monthly assignments will be set online via our home study website Seneca Learning, it is important for students to sign up to Seneca Learning at the start of September and their teacher will then assign them a class code. Seneca Learning recaps prior learning, revises topics already studied in class to prepare for examinations and covers new areas, not taught in the classroom. There will be reading, mini tests, revision and work on historical skills and embedding understanding.

Learning outside the classroom:

The CAM Academy Trust runs a series of monthly Historical lectures which students are very welcome to join online. This will enhance both subject knowledge and interest in History.

Parental support and extension:

The key to success in History is threefold; practicing your P.E.E. paragraphs at home, reading around the subject and taking an interest in the History around you at weekends. Recommended visits include: the Imperial War Museum at both Duxford and London, the Cabinet War Rooms, areas of historic interest such as the battlefields of Marston Moor, Edgehill, Hastings as well as the dockyards at Portsmouth.

Geography

Overview of content:

Geography is the subject which helps us understand the past, present and future. In Geography you will gain an insight into the natural physical features of our Planet as well as the impact that we are having on the Earth. You will also look into the future and discover how we can live more sustainably and ensure that we leave the Planet in a better state than we found it.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<p>Our Place in Geography</p> <p>Knowledge: What are the different types of geography?</p> <p>How can we help to make our school more sustainable?</p> <p>Skills: Where are the continents and oceans in the world?</p>	A baseline test based on the course content
Autumn - 2	<p>How do I read a map and plan a route?</p> <p>Skills: How can follow a route which includes, direction, map symbols, grid references and distance information.</p>	Mapwork test based on course content
Spring - 1	<p>What is life like in the Freezer?</p> <p>Knowledge: Why are some places colder than others?</p> <p>What is climate change and how are we responsible?</p> <p>Skills: Where are the coldest places on earth?</p>	Assessment based on course content and comprising of exam style questions
Spring - 2	What is life like in the Freezer continued	

Summer - 1	<p>Where are the British Isles?</p> <p>Knowledge: What are the distinctive physical and human characteristics of each of the countries which make up the British Isles?</p> <p>Skills: Which countries are in the British Isles</p>	Assessment based on course content and comprising of exam style questions
Summer - 2	<p>How can the weather affect us?</p> <p>Knowledge: What are the factors which affect our weather in the UK</p> <p>Skills: How can we read and record the weather?</p>	Assessment based on course content and comprising of exam style questions

Homework

The homework will be set once every two weeks.

Learning outside the classroom:

Opportunities will be based on the school site and will involve completing an audit of the school to gauge its level of sustainability. Also, we will complete a weather recording project to discover which is the coldest and warmest place on the school site.

Parental support and extension:

The best way to support your child and develop their understanding of geography is to encourage them to watch the news and take a keen interest on what is going on in the world.

More information:

An enquiring mind and a willingness to ask relevant questions is vitally important in geography!

Religious Education

Overview of content:

Over this year we will be completing a topic-based programme, looking at a variety of religions in the world and how they have impacted society. This will range from the premise of being trapped on an Island and how we use ideas and concepts from religion to form society to exploring and analysing how people are influenced by teachings, places, actions and leaders. There are opportunities given for independent and group-based learning, as well as developing debating skills.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	The Island: inc - Rights and Responsibilities, Commitments, Symbols of Faith, Birth, Prayer, Pilgrimage, Festivals in relation to the 6 main world religions/atheism.	At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Autumn - 2		
Spring - 1	Expressions of Faith: inc – Use of Symbols, Foundation of Religions, A Good Teacher, Views on Jesus, Religious Buildings, Religious Artefacts, Development of Religions and Denominations.	There is an 11-mark interim test at the end of the Spring half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Spring - 2		
Summer - 1	Human Nature – What Makes Us Human?: inc – different forms of worth, how are humans special, the purpose(s) of life, free will and the (possible) future of humanity. Life as a Buddhist: inc – the life and teachings of Siddhartha Gotama, the four noble truths and eight fold path, different Buddhist traditions, Buddhist lifestyles and global Buddhism.	There is an 11-mark test interim test at the end of the Spring half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Summer - 2		

Homework

Homework is set approximately every 2 weeks unless students are required to revise for an upcoming assessment. The aim behind the homework is to provide opportunities to develop a student's skills as well as knowledge. The tasks set are standalone pieces to facilitate this.

Parental support and extension:

One of the main ways that a parent or guardian can support their child's learning is through discussion of ethical or religious issues where appropriate. There are often exhibitions at the Fitzwilliam Museum that maybe of interest and even visiting a local place of worship or photos of ones that may have been taken on holiday can be of interest! BBC Bitesize and Oak Academy remain invaluable as a source of information.

More information:

Students would benefit from having their own colouring pencils and highlighters for use in class.

Personal Development

Overview of content:

Year 7 personal development includes aspects of Citizenship and Personal, Social and Health Education. There is a balance of the PSHE core themes Health and Wellbeing, Relationships, and Living in the Wider World. There is also an introduction to Citizenship.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Transition to secondary school, Aspirations, Self-esteem, Wants and needs, Prejudice and discrimination, Safe social media, Ethical social media.	Teams short answer and multiple-choice questions. Extended writing literacy focus on Prejudice and discrimination. Completion of 'Can do' statements sheet.
Autumn - 2	Budgeting, Savings and loans, Interest rates, Financial products, Financial transactions.	Teams short answer and multiple-choice questions. Extended writing literacy focus on Financial transactions. Completion of 'Can do' statements sheet.
Spring - 1	Maintaining genuine friendships, Different types of families, Romance and teenage love, Bullying or banter, Preventing online bullying, Keeping safe and positive relationships.	Teams short answer and multiple-choice questions. Extended writing literacy focus on preventing bullying. Completion of 'Can do' statements sheet.
Spring - 2	What is Citizenship? How could you run a country, Rights and responsibilities, What makes a good citizen? How do we identify ourselves, Dental health.	Teams short answer and multiple-choice questions. Extended writing literacy focus on characteristics of a good citizen. Completion of 'Can do' statements sheet.
Summer - 1	Healthy living, Balanced diet, Food labels, Consequences of not living healthily, Energy drinks, Active life and exercise, Smoking.	Teams short answer and multiple-choice questions. Extended writing literacy focus on consequences of not living healthily. Completion of 'Can do' statements sheet.
Summer - 2	Drugs, Keeping good mental health, Emotional literacy, Puberty, Periods and the menstrual cycle, Female genital mutilation.	Teams short answer and multiple-choice questions. Extended writing literacy focus on mental health. Completion of 'Can do' statements sheet.

Homework

There is no homework in personal development but students will be encouraged to keep up with current affairs through mainstream media.

Learning outside the classroom:

There will be a personal development notice board that students may wish to use to write articles or produce artwork about the issues covered in the lessons.

Parental support and extension:

Please take the time to talk to your child about any issues that arise in the news or other popular media about Health and wellbeing, relationships between people, groups or countries and skills or rights regarding the world of work. Some useful websites include:

<https://www.bbc.co.uk/news>

<https://www.brook.org.uk/>

<https://classroom.thenational.academy/subjects-by-year/year-7/subjects/rshe-pshe>

Life Skills

Overview of content:

Life Skills is not a national curriculum subject and is only taught in year 7.

It aims to introduce students to the science of learning and will include elements (at the right level) of neuroscience and learning theories. It also aims to enhance students' literacy and love of learning. The course is varied, and teachers may choose to vary the order of lessons depending on the need of the class.

Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Literacy and languages. Learning and neuroscience. Compassion, resilience and self-confidence. UN Rights of the Child.	There will be no formal assessment or reporting of this subject.
Autumn - 2	Mindset and memory techniques. Time and timetables. Emotions, facial expressions and body language. British Sign Language.	
Spring - 1	Messages from art. Positive news and personal values.	
Spring - 2	More literacy. Budgeting. Social rules. Symbols.	
Summer - 1	More about money management. School design. Games.	
Summer - 2	Democracy. Critical thinking. Letter writing. Social behaviours.	

Homework:

Homework may take the form of research ahead of a lesson, or to apply a skill learned. The homework will be occasional, not regular.

Learning outside the classroom/ Parental support and extension:

The topics we cover may provoke conversations in your home – students may ask you questions about your schooling, experience or views on some topics. Please indulge them!

More information:

Some of the tasks that we undertake involve making items; please ensure that your child has coloured pencils and glue in their pencil case.

Ofsted Parent View

Ofsted is the body responsible for inspecting schools and determining their standard.

As part of their role Ofsted like to collect the views of parents.

We would welcome all parents to give their views of Melbourn Village College to Ofsted.

You can register here: [Give your views | Ofsted Parent View](#) and then complete a short survey; it takes about 5 minutes of your time.

Thank you for reading the Parental Handbook.