

Bedford Modern School.

YEARS 7-8

Curriculum

2027-2029

Excelling *Together*

Year 7

The School follows a two-week, 60 period timetable. Students normally have one piece of homework per night on which we would expect them to spend 40 minutes. Students sit exams in English, Maths and Science only in the summer term. Below you will find a summary of the main topics covered in Year 7, the Head of Subject and an indication of the number of periods students have of each subject per fortnight.

English	Dr T Foster	7 periods
We have three key units: Morality, Different Voices and Gender. Within these we study a range of texts including pre-1914 and contemporary drama, Shakespeare, poetry and non-fiction writing. With a strong emphasis on creative work, students learn and practise the skills required for producing narratives, letters and leaflets. They learn about the Renaissance theatre and the language of drama. They begin to produce analytical writing about literature across poetry, prose and drama, focusing on the identification of writers' techniques. A culture of reading is created through bi-weekly library lessons, and grammar knowledge is developed through regular homework on this fundamental aspect of the subject.		
Maths	**Miss K Adams**	**7 periods**
We reinforce numeracy and develop problem-solving skills while extending knowledge of algebra, geometry and probability. Students are introduced to the ideas of reasoning and proof.		
Science	**Mrs R Bailey**	**7 periods**
Combined Science is a two-year course which aims to develop practical skills, scientific knowledge and understanding to provide a solid foundation for further learning. Topics covered include lab safety, investigative skills, cells, solutions, forces, reproduction, acids and alkalis, and electricity. We also run a popular weekly Science Club and students have the opportunity to undertake a research project.		
Geography	**Mr B Day**	**3 periods**
We study populations and cities, rivers and flooding, the United Kingdom, local geography and map skills.		
History	**Ms C Webb**	**3 periods**
Students will learn about Medieval Realms: Britain, 1066-1500 through the key themes of power, belief and society. Students will develop the skills required for the effective study of History, such as the ability to recall factual material, assess the concepts of cause and consequence and change and continuity, and evaluate simple source material.		
Religious Studies	**Mr J Hooper**	**3 periods**
We study Islam and Christianity, investigating their key beliefs and practices as well as looking at their place in the world. All students complete a summer project looking at sacred spaces. Students also study an introductory Philosophy course which nurtures a spirit of open-ended and open minded learning as we explore dilemmas, debates and thought experiments. Through discussion and storytelling, the students are encouraged to become rigorous thinkers and thoughtful listeners.		

French	Mme Sainsbury	4 periods
After an initial introduction in the taster course in the first term of Year 7 using Studio Express, students will use Dynamo 1 to use the present tense to talk and write about themselves and their family, school and free time. A variety of common regular and irregular verbs will be taught and students will be able to give simple opinions on their activities using a range of adjectives.		
German	**Mr A Robinson**	**4 periods**
In the first term of Year 7, all students will have a taster course, in which they will learn to give basic information about themselves, key phonics and pronunciation rules, and have an introduction to German culture. Thereafter, those opting for German will study the Zoom Deutsch 1 course, including material on personal information, family, school life and hobbies. The grammatical aspects covered include genders, cases and the present tense.		
Spanish	**Ms S Sobrado**	**4 periods**
In the first term of Year 7, all students will take a Spanish taster course, where they will learn to give basic information about themselves, key pronunciation rules, and receive an introduction to Spanish culture. After this, students who opt to continue with Spanish will explore topics such as family, personal and physical descriptions, school life, and hobbies. The grammatical areas covered include articles, nouns, adjectival agreement, and the present tense.		
Art	**Mrs L Turner (interim)**	**3 periods**
Students explore a range of media including printmaking and clay within the themes of insects, pattern and architecture. In the autumn term they have a study visit to Wrest Park to support their project on architecture.		
DT	**Mr A Jones**	**3 periods**
Students undertake three design modules that focus on developing their core design skills. They will learn to use Computer-Aided Design (CAD) software whilst also developing their hands on creative drawing skills using traditional techniques. They will also develop their practical skills in the workshop using a variety of tools and machinery.		
ICT	**Miss E Ginns (interim)**	**2 periods**
In Year 7 students will begin with an introduction to Microsoft TEAMS and associated applications, file organisation, use of email and internet safety and staying safe online. Students then move onto Python programming, spreadsheets, game making, creating digital graphics, computer ethics and the workings of a computer.		

Drama	Mrs E Marabese	3 periods
Students are introduced to a range of theatrical styles, genres and acting techniques, such as Mime and Commedia Dell' Arte alongside learning how to create atmospheres such as tension and suspense. Students also begin to explore text in performance and the wide range of theatrical skills needed.		
Music	**Miss D Derry**	**3 periods**
We work on a variety of composition and performance tasks that help to develop students' general skills as young musicians. This includes learning how to play the ukulele, learning how to play the 12-Bar Blues, song-writing and reading music. Theoretical knowledge is learned through practical tasks.		
PE	**Mr A Higgens**	**2 periods**
We follow a half-termly carousel programme of Gymnastics, Basketball, Strength and Conditioning, Swimming and Athletics (double block) which focus on the development of the fundamental movement patterns required within each activity, including and developing students' physical literacy.		
Games	**Mr B Kirkpatrick**	**4 periods**
Girls follow a programme of Hockey (Autumn Term), Netball or Football (Spring Term) and Cricket (Summer Term), whilst boys follow a programme of Rugby (Autumn Term), Football or Hockey (Spring Term) and Cricket (Summer Term). Students are grouped by ability and there is a focus on both individual and team skills, which are supported by a fundamental movement curriculum. In addition to this, there are after school practices, and students are expected to be available for team selection throughout the week and on Saturdays.		
PSHE and RSE	**Mrs S Muller**	**2 periods**
In Year 7, students explore themes of family, friendship and belonging, learning how positive relationships contribute to happiness and wellbeing. They discuss respect, kindness and diversity, and learn how to stay safe online. The combination of tutor-led PSHE and RSE specialist lessons helps students make informed choices, respect difference and prepare for the next stage of their personal and social development.		



Year 8

The school follows a two-week, 60 period timetable. Students normally have two 30-minute pieces of homework per night. Students study two from three modern foreign languages (their choice) plus they begin to study Latin. Students sit exams in English, Maths, Science, Humanities and all three of their languages in the summer term. Below you will find a summary of the main topics covered in Year 8, the name of the Head of Subject and an indication of the number of periods students have of each subject per fortnight.

English	**Dr T Foster**	**6 periods**
We have three key units: Villains, The Art of Persuasion and Planet Earth. Within these we study a range of texts including pre-1914 and contemporary prose, Shakespeare, poetry and non-fiction writing. There is an increasing emphasis on analytical approaches and students also develop their essay writing technique. They will learn and practise the skills required for producing persuasive speeches whilst continuing to develop their creative writing. A culture of reading is created through bi-weekly library lessons, and grammar knowledge is developed through regular homework on this fundamental aspect of the subject.		
Maths	**Miss K Adams**	**7 periods**
Knowledge of algebra, geometry, probability and data are extended, and numeracy skills are practised regularly. There is a greater emphasis on using calculators, and on the art of solving problems.		
Science	**Mrs R Bailey**	**7 periods**
Practical skills, scientific knowledge and understanding are extended. Topics covered include food and digestion, heating and cooling, elements and compounds, respiration and circulation, sound and light. We also run a popular weekly Science Club and students have an opportunity to undertake a research project.		
Geography	**Mr B Day**	**3 periods**
Students study tourism, coasts, urban environments and weather and climate. There is a coastal fieldtrip to Norfolk in the summer term.		
History	**Ms C Webb**	**3 periods**
Students study Revolution and Restoration: Britain 1603-1745. They will continue to develop the skills acquired in Year 7, including the ability to recall factual material, assess the concepts of cause and consequence and change and continuity. Students continue to evaluate source material and discuss the significance of events and individuals.		
Religious Studies	**Mr J Hooper**	**3 periods**
Students study the beliefs and practices of Hinduism. We then look at the concept of equality from a social and religious perspective. All students complete a project in the summer looking at `Spirited Arts'.		

Latin	Ms E Swallow	5 periods
Students follow Book 1 of the Cambridge Latin Course and are introduced to its main character, Caecilius, who lived in the Roman city of Pompeii in AD79. Students learn about 220 Latin words and build up a grasp of basic grammar enabling them to translate Latin stories into English, while exploring linguistic and cultural links between the modern and ancient worlds.		
French	**Mme Sainsbury**	**4 periods**
We finish Dynamo 1 and begin Dynamo 2 to learn more about leisure activities, family life, where you live, future holidays to Paris and past holidays. The near future tenses and past tenses are introduced and the present is extended and practised in games, communicative activities, formal lessons and using the Pearson *activelearn* materials and specific websites available.		
German	**Mr A Robinson**	**4 periods**
In Year 8, we continue using Zoom Deutsch 1 to study the present, future and perfect tenses of a range of regular and irregular verbs to enable students to speak and write about their local area, eating and drinking habits and holiday plans. Students receive extensive practice on these topics through games, communicative activities, formal lessons and the use of the audio-visual and ICT materials available.		
Spanish	**Ms S Sobrado**	**4 periods**
Students use the Claro 1 and Claro 2 textbooks to learn how to describe where they live, including topics such as their house, household chores, their town or city, leisure activities, and their ideal home. They also explore meals throughout the day, and food and drink preferences. The conditional and near future tenses are introduced, while the present tense is extended and practised through games, communicative activities, formal lessons, and the use of audiovisual and ICT resources.		
Art	**Mrs L Turner (interim)**	**2 periods**
Students work on a clay project in the first part of the year using the theme of the "Benin Bronzes". During the third term, students will undertake a design project and then develop their drawings skills using the theme of "Branding and Logos".		
DT	**Mr A Jones**	**3 periods**
Students will build on their DT experiences from Year 7, developing their design and making skills at the next level. They will produce a number of products using a variety of materials and associated processes. Students will also produce a handheld toy with ergonomic design in mind. The course encourages students to use traditional workshop skills balanced with modern manufacturing techniques such as laser cutting to create high quality products.		

ICT	Miss E Ginns (interim)	2 periods
In Year 8 students continue to learn Python, starting with a Python Adventure game. They will also do some financial Modelling, some Computer Aided Design, computational thinking and game design incorporating eSafety topics.		
Drama	**Mrs E Marabese**	**2 periods**
In Year 8 Drama, we continue to broaden the students' understanding of theatrical styles and skills through script work of the play Blood Brothers and the exploration of more stylised and abstract styles of theatre in order to understand how to devise original drama. Students are also given the opportunity to develop their skills and knowledge through other enrichment workshops and activities.		
Music	**Miss D Derry**	**2 periods**
Students continue to build on the skills developed in Year 7 by composing and performing a variety of tasks in a range of styles. This includes a more focused look at chords, keys and compositional structures. Students also perform a popular song and compose together in groups. Theoretical knowledge continues to be learned through practical tasks.		
PE	**Mr A Higgens**	**2 periods**
Students follow a half termly carousel programme of Basketball, Gymnastics, Water Polo, Strength and Conditioning, Tennis and Athletics which look to build on the movement patterns developed in Year 7 through the use of more conditioned competitive situations.		
Games	**Mr B Kirkpatrick**	**4 periods**
Girls follow a programme of Hockey (Autumn Term), Netball (Spring Term) and Cricket, Athletics or Tennis (Summer Term), whilst boys follow a programme of Rugby (Autumn Term), Football or Hockey (Spring Term) and Cricket, Athletics or Tennis (Summer Term). Students are grouped by ability and there is a focus on both individual and team skills, which are supported by a fundamental movement curriculum. In addition to this there are after school practices, and students are expected to be available for team selection throughout the week and on Saturday.		
PSHE and RSE	**Mrs S Muller**	**2 periods**
In Year 8, students deepen their understanding of respectful relationships and equality. They learn how to recognise healthy and unhealthy influences, manage conflict and build resilience. The programme promotes online safety, emotional wellbeing and the importance of self-respect. The combination of tutor-led PSHE and RSE specialist lessons helps students make informed choices, respect difference and prepare for the next stage of their personal and social development.		



Subject Information

All students benefit from a common curriculum in Years 7 and 8 which concentrates on the core subjects of Mathematics, English and Science as well as three humanities, three languages, and dedicated lessons in ICT, Design Technology, Music, Art and Drama.







Art

Combined Science

Design and Technology

Drama

English

Geography

History

ICT

Latin

Maths

Modern Foreign Languages

Music

PSHE and RSE

Religious Education

Click on a subject to be directed to the relevant page.

Art

Departmental Aims

The Art Department believes that it is the right of every child to be thoroughly informed of both art practice and art history worldwide. It is also the right of each student to be aware of themselves as an artist and to explore their creativity with confidence. Our aim is that no student should leave BMS without having had a real sense of achievement in their own abilities and that all students come to recognise that art is a teachable subject, not one left to talent alone. As a department we endeavour to give students knowledge of art in its cultural and historical context, within a structured approach to art appreciation and understanding.

Facilities

The BMS Art Department has an extensive range of facilities to allow all students to explore a range of media and art practice. This includes a well equipped printroom with facilities for etching, drypoint, linocut and screen printing as well as photo-etching and photographic silkscreen. The department has two large kilns and enables students to develop work to a very high level, whether coil made or cast and thrown on the potter's wheel. Most recently we have acquired an enamelling kiln and we are investigating options for slump glass production. We also have darkroom facilities, allowing students to work in black and white using 35mm cameras alongside current photo editing software.

Year 7-8 Curriculum

In Year 7, students will have three Art lessons per cycle. They will be taught within the three main disciplines of: painting, printmaking, and sculpture and drawing. It will be the teacher's aim to introduce students to a coherent approach to art and its skills and set in place the fundamental elements of art and design. Skills such as colour mixing and use of tone and line will be paramount, as well as art history and imaginative work. The aim is that students will have one study trip per year relating to one of the topics they are studying during the course of the year.

In Year 8, all students have two Art lessons per cycle, during which the main disciplines taught are: painting and drawing, printmaking, textiles, ceramics and sculpture. During the year students will build on what they have learned and experienced in Year 7. They will develop their imagination, art techniques and craft skills. Students will be taught in an atmosphere where 'learning through doing' is encouraged.

Drawing skills will be developed using different media and students should be able to respond to a subject both through their considered approach to media and the use of observational drawings as a tool to develop an understanding of objects. They should be able to draw from both natural and man-made forms and be able to modify and adjust work as it progresses.

Co-curricular, Enrichment, Extension and Support

The department offers a host of activities including: weekly lunchtime and after school art clubs, a photography club, and trips both locally and internationally.

Combined Science

Departmental Aims

- To instil and develop a love of Science for students of all abilities
- To provide a safe environment for students to learn essential practical skills
- To provide a suitable foundation for further scientific learning in Year 9 and beyond
- To teach students how to become independent learners.

Facilities

- The Science Centre provides the perfect environment for our students to flourish
- Eight of the 17 laboratories are specially designed for the teaching of Combined Science
- Three full-time technicians are available.

Years 7-8 Curriculum

Combined Science is a two-year course which aims to inspire students to develop their scientific skills, knowledge and understanding. At the end of every unit (roughly every four weeks) there is a test and students are given time to consolidate their understanding before each test. This is a hands-on, practical based course that provides a suitable foundation for further scientific learning in Year 9 and beyond. Investigative science skills are taught within the context of each topic.

In Year 7 the topics covered are:

- Laboratory safety
- Scientific investigation skills
- Cells
- Particle model and solutions
- Forces
- Reproduction
- Acids and alkalis
- Electricity
- Research topic

In Year 8 the topics covered are:

- Food and digestion
- Heating and cooling
- Atoms, elements and compounds
- Respiration and circulation
- Light
- Sound and hearing
- Earth Science
- Investigative science project

Co-curricular, Enrichment, Extension and Support

Weekly Science Club – a chance for students to explore experimental activities beyond the scope of the curriculum. Members are invited to take part in the Year 6-8 Science Fair in the summer term.







Design and Technology

Departmental Aims

The aim of the Design and Technology department is to offer opportunities to all students to hone and develop their designing and making skills. Students are encouraged to create products that are fit for purpose and user-centred. We aim to achieve this by offering a broad, balanced curriculum, which allows students to reach their maximum potential. Programmes of study are differentiated where possible so that all students can succeed on varying levels.

We strive to stimulate a lasting interest in learning through problem solving and technological activities. We attempt to help students to develop their imaginations, sensitivity and creative responses to a wide range of aesthetic experiences.

Design and Technology has an important part to play in helping all students to acquire the knowledge and skills that will be needed in future courses, careers and life in general.

Students need to co-operate with one another and have a responsible attitude for health and safety. Students should develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills, both on their own and in groups.

As a department we aim to promote high standards of academic achievement through designing, making and evaluating results. We aim to work together as an enthusiastic team and promote an environment where all students develop personal responsibility and self-motivation but consider the needs and achievements of others.

Facilities

- The department is well resourced and incorporates the use of modern technologies and manufacturing techniques
- There are four specialist design suites, a DT lab, and a spacious workshop with a range of machinery used in association with woods, metals and plastics
- There will be opportunities for students to use Computer Aided Design (CAD) packages in the form of SOLIDWORKS and TechSoft V3 Design
- The department is well-resourced with Computer Aided Manufacture (CAM) machinery available for students to manufacture their final products and 3D prototypes. This includes the use of CNC milling, laser cutters and 3D printing machines
- Six full-time teachers bring a wealth and variety of expertise to the classroom which includes public examining
- Our full-time technician is dedicated to supporting practical activities which make full use of our well-resourced department.

Co-curricular, Enrichment, Extension and Support

- Daily support sessions are available for all students who seek additional help with ongoing project work.
- We run a number of clubs within the department which include LEGO League club, F1 Challenge club and Timber Time club. All clubs are very popular with students and are always well attended.







Drama

Departmental Aims

- To stimulate and maintain lasting curiosity, interest and enjoyment in Drama and Theatre
- To enable each student to achieve their potential in a variety of situations, using resources appropriately so as to ensure the highest level of achievement for each student
- By exposing students to a wide range of stimuli we aim to enable them to see performance as a major cultural feature, part of a wider body of knowledge and skills and playing a crucial role in 21 st century life
- To enable students to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama and Theatre
- To enable students to develop a range of desirable personal qualities and transferable skills, such as safety awareness, courtesy, confidence, perseverance, resilience, concern for others, initiative, independence and imagination
- To provide further enrichment of our subject by offering students the opportunity to be involved in a range of professional workshops, theatre trips and given industry knowledge to develop their understanding and awareness of Drama and Theatre.

Facilities

We have comprehensive Performing Arts facilities including a 280-seat auditorium, a theatre workshop, a dance studio and two drama studios.

The Howard Hall is a large and flexible space which forms the centrepiece of the School's Performing Arts area. After an extensive refurbishment, it features:

- Comprehensive LED lighting rig and sound system
- Seating which can be curtained off to create an atmospheric events area
- An adjoining large scenery workshop, green room, prop and costume store and dressing facilities.

Drama Room 1 adjoins the Howard Hall and the Music Faculty. This large studio is used for classroom drama, dance lessons and rehearsals and contains a comprehensive sound system, video projection facilities, a mirrored wall and ballet bar.

Drama Room 2 and The Studio are smaller 'black box' spaces used for classroom drama from Years 7-13. They contain lighting facilities, and projection and sound systems.

Speech and Drama is taught at School House. Several teaching rooms are available here, as well as a small library of playscripts.

Technical and administrative support is led by our Theatre Manager who oversees all our productions.

Years 7-9 Curriculum

During Years 7 and 8, the course is designed to develop the key skills of movement, vocal skills and performance discipline. Towards the end of each scheme students will often create a final performance in which they apply a culmination of skills learned throughout the term to a more polished performance standard.

Co-curricular, Enrichment, Extension and Support

The Performance Arts Faculty at BMS has a long-standing tradition of providing students with an array of unrivalled exciting and challenging opportunities. Students will have the chance to take part in:

- School Productions – We produce two major musicals every year in which students have the chance to perform in the school theatre. For Years 7-10, recent shows include The Little Mermaid (2024), Bugsy Malone (2025), and Oliver! The Musical (2026).
- ACT! – Bedford Modern School hosts Bedford's Schools' Drama Festival. Schools from across the county come together to create and perform an evening of devised drama.
- Dance classes – These are offered to all years in Ballet, Tap, Modern, Jazz and Street Dance. The highlights of the year are the House Dance Competition and the Dance Showcase.
- Speech and Drama – Students will have the chance to attend private lessons to prepare for LAMDA exams and take part in the Bedfordshire Festival of Music, Speech and Drama as well as our own Speech and Drama Showcase.
- Performance Programme – Students are invited to apply to be part of our bespoke Performance Programme in which successful candidates are offered specialist workshops and trips designed to inspire our most gifted students.
- Workshops – We use a range of industry professionals to run engaging and challenging workshops for our students. Recent workshops have explored Stage Combat, Blood Brothers, Stanislavski's Realism, Documentary Film Making and Frantic Assembly.
- Trips – We run a variety of trips throughout the year. Recent trips include the Warner Bros. Studios, the National Theatre archives, and Move It! as well as visits to the theatre to see new and exciting plays.

All BMS students are encouraged to audition for the various productions and showcases throughout the year.







English

Departmental Aims

Within English, students work on the four areas of reading, writing, speaking and listening. The fundamentals of reading and writing are continually re-visited through the teaching of grammar, through literary analysis, and through writing pieces which require the use of different styles and registers. There is also a strong emphasis on oral work throughout the English curriculum and students are taught to communicate with clarity, confidence and purpose in a variety of different forums. They are also taught and encouraged to use ICT effectively to complement their work within English.

With English Literature it is our policy to deepen each student's understanding of texts by placing them in a wider historical and literary context. Students are expected to undertake research, thereby gaining a better understanding of the moral and social issues within a novel, play or poem. We encourage students to use the school library and the internet for background study, often setting them an individual topic to research and present.

The English Department is also keen to offer students a range of extra-curricular activities. There is a film club and two book clubs, as well as a creative writing club. Theatre trips are organised, as are trips to lectures, museums and other events. We also invite visiting theatre groups and authors to the school. The English Society organises meetings, trips and social events. Guest speakers in the past have included published authors, academics and examiners, and students themselves organise workshops, quizzes and dinners.

In English we aim to develop creativity whilst equipping students with the tools to express themselves appropriately, accurately and confidently. We provide a positive and pleasant environment that promotes critical analysis, communication and consideration of the views of others through the use of texts and class discussion.

Facilities

The English Department has its own designated area within the school, with seven classrooms equipped with smartboards, and a faculty/seminar room used for some Sixth Form classes and clubs. We also have on our doorstep the BMS Library Resource Centre. This is run by a professional librarian who keeps the Library stocked with up-to-date fiction for children and adults, as well as non-fiction texts, newspapers and magazines. All students in Years 7-9 visit the Library every fortnight as part of their English curriculum.

Years 7-8 Curriculum

In Key Stage 3 we balance the nurturing of creativity and literary sensitivity with the development of written accuracy and appropriateness of register over a wide variety of tasks. Our units of work include: Shakespeare, Poetry, Non-Fiction, Pre-1914 Prose, Creative Writing and Contemporary Novels/Drama. We operate a spiral curriculum in which we are constantly revisiting skills at an increasingly sophisticated

level, whilst teaching new skills and vocabulary which will prepare our students for the demands of IGCSE. A culture of reading is created through bi-weekly library lessons, and grammar knowledge is developed through regular homework on this fundamental aspect of the subject.

Co-curricular, Enrichment, Extension and Support

- Key Stage 3 Book Club – This bi-weekly club is held in our seminar room. The students discuss books they have enjoyed, engage in group reading of particular texts and enjoy quizzes and book craft activities
- Theatre Trips – Wherever possible we take students to see live performances of the plays they are studying
- Support – We offer weekly drop-in sessions for students who wish to pursue questions or concerns outside of the classroom.
- Creative Writing Club – an informal chance to develop skills, showcase work, and enter competitions.



Geography

Departmental Aims

To inspire students to cultivate their understanding of the world they live in and engage them with the contemporary issues facing us as a society.

Facilities

- Our humanities rooms provide a fantastic panorama of Bedford and the rural-urban fringe
- Dedicated teaching staff
- Rooms have whiteboards, globes, displays, speakers and overhead projectors.

Year 7-8 Curriculum

The work builds on that carried out in Key Stage 2, revisiting certain core topics and introducing one or two new themes. These themes include:

- Population and Settlement
- Ecosystems
- Rivers
- Britain and Map Skills
- Development
- Coasts
- Flooding
- Tourism.

Co-curricular, Enrichment, Extension and Support

Fieldwork is an essential part of the course, and all students are encouraged to participate. Field trips are arranged during the course of the year.



History

Departmental Aims

- To inspire students to develop a love of history and value the study of the past, generating an interest that will remain with them for life
- To transmit knowledge and understanding of the past, both within the United Kingdom and of the wider world. Students should have an understanding of how the world we live in has been shaped by the past
- To equip students with life skills such as thinking, evaluating, analysing, empathising and communicating as there are very few jobs that do not require these skills.

Facilities

- Teaching within the department is carried out by specialists in the subject. They bring a wealth of expertise to the classroom, including experience in public examining and academic writing and research
- We have a wide range of resources to enable students to be able to access the full range of materials required to succeed in the subject at all levels

Years 7-8 Curriculum

History is compulsory during the first three years of the Senior School and is taught as an autonomous subject within mixed ability groups. In Year 7, students will learn about Medieval Realms: Britain, 1066-1500 through the key themes of power, belief and society. In Year 8, students study Revolution and Restoration: Britain, 1603-1745, as well as completing project work on Britain's involvement in the Slave Trade and its abolition.

Co-curricular, Enrichment, Extension and Support

- The department runs visits within Years 7-13
- Students can access additional support and clarification through making appointments with their individual teachers at a lunchtime or after school.



ICT

Departmental Aims

The core to the subject is the understanding of how technology works, how it can be developed and utilised and how we draw and extend understanding from a range of other subjects outside of IT and Computer Science, including Maths, Science, DT and PSHE, and embed clear and high quality literacy and numeracy skills through software development, problem solving and evaluation skills. We aim to provide a broad range of skills and experiences at Key Stage 3 which are then further developed as students enter Key Stage 4 and then extended to Key Stage 5.

Years 7-9 Curriculum Summary

In Key Stage 3, students will design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

Students will understand how computers work by looking at the hardware that make up computer systems. They will begin to understand how various types of instructions are stored and executed in computer systems, and how they can be used to represent images, music and text.

Students will undertake creative projects that involve selecting, using and combining multiple applications to achieve challenging goals. This includes collecting and analysing data and meeting the needs of known users. They will understand a range of ways to use technology safely, respectfully, responsibly and securely including: protecting their online identity and privacy, recognising inappropriate content, contact and conduct, and knowing how to report concerns.

The objective with the curriculum delivered at Key Stage 3 is to prepare for that offered at Key Stage 4. The foundations and fundamentals of the key concepts of the subject are established during Key Stage 3.

Co-curricular, Enrichment, Extension and Support

Regular support sessions run during lunchtimes and after school. We regularly establish cross-curricular links through STEM activities. We encourage students to take part in a whole range of local, national and international initiatives such as Bebras, BCS (Bedford Coding Competition), Women in Tech, Teens in AI, The Inspiring Digital Enterprise Award, Cyber Discovery and Connecting Classrooms, to name a few.

We also offer video conferencing opportunities which complement the curriculum and offer students opportunities to engage with universities and employers which further help support the school towards meeting the Gatsby benchmarks. The department also aims to develop partnerships with external providers that extend students' opportunities for learning.

Latin

Departmental Aims

Our aim is to foster an awareness of the Roman world, and to stimulate an interest in as many aspects of it as possible, focusing primarily on its language but also exploring its political and social history, literature and art. We believe that, in Latin, students develop their problem-solving skills and analytical powers, and that they come to see their own world more clearly and to understand it better.

Facilities

We have three full-time and one part-time specialist teachers, who are graduates of the universities of St Andrews, Exeter, Nottingham and Cambridge. A set of departmental Chromebooks enables students to access a vast range of relevant online resources.

Year 8 Curriculum

We use the Cambridge Latin Course, following its main character, Quintus, from the eruption of Vesuvius that destroyed the city of Pompeii through adventures in Roman Britain and Egypt to a showcase trial in the city of Rome itself. In the course students:

- Build up a range of Latin vocabulary and grammar
- Focus on the Roman way of life, with topics such as home life, gladiators and the Roman army.

Co-curricular, Enrichment, Extension and Support

Classics Club meets every week, allowing students the opportunity to explore Greek and Roman myths and to engage in creative activities based around gods, heroes and monsters. Recent enrichment opportunities have involved attending Greek plays, Latin poetry performances, mythology competitions, archaeological digs, and a classical book club. We also run vocabulary clinics when there is demand. Weekly support sessions allow students to consolidate or practise material learned in their lessons.





Maths

Departmental Aims

- To inspire all students to reach their full potential in Mathematics
- To equip students with the mathematical skills required in everyday life.

Facilities

- One part-time and 11 full-time teachers with a wealth of experience.

Years 7-8 Curriculum

In Years 7 and 8 we follow a curriculum which builds on the skills learnt in the Junior School, designed to prepare students to start their IGCSE course in Year 9. As well as developing their knowledge across the attainment targets, the curriculum also develops their problem-solving skills.

Co-curricular, Enrichment, Extension and Support

- Year 7 and 8 students can opt to take part in the UKMT Junior Maths Challenge (aimed at students with an aptitude for problem solving)
- 20 Year 7 students are selected to work with Year 6 students as Maths Buddies. This year of support culminates in a 'Mathletics' competition run by the Maths Buddies for all Year 6 students.
- We run a student-led Mathematics Society. This is run by students in our Sixth Form. Students participate in competitions, such as the 'Ritangle' competition, and support younger students in Maths support sessions.



Modern Foreign Languages

Faculty Aims

In our teaching of Modern Foreign Languages at BMS we aim to:

- Enable students to understand the spoken and written forms of the language in a variety of registers
- Enable students to communicate confidently and clearly in the language through both the spoken and written word, using increasingly accurate, complex and varied language
- Offer insights into the culture and civilisation of the countries where the foreign language is spoken and encourage first-hand contact with such countries or communities
- Develop an awareness of the nature of language and encourage positive attitudes to language learning
- Provide enjoyment and intellectual stimulation
- Use relevant and up to date software and websites to make teaching and learning relevant and exciting for today's adolescents.

Facilities

In addition to large teaching rooms, we have smaller rooms available for use by the Foreign Language Assistants. The IT resources available to Years 7-8 are:

- Linguascope (all three languages)
- Zut! (French)
- Gut! (German)
- ¡Olé ! (Spanish)
- Languages Online (all three languages)
- Quizlet (all three languages)

We have four Foreign Language Assistants (FLAs) in French, German and Spanish who help prepare the students for speaking exams and who use a variety of authentic websites to promote the languages.

Years 7-8 Curriculum

French and Spanish students use the courses Dynamo 1 and ¡Claro! 1 in Years 7-8, and Studio 2 and 3, Echo 2 and 3 and Mira 2 and 3 in Years 8-9. German students use the course Zoom 1 in Years 7-8. The aim of the KS3 French, German and Spanish courses is to foster a love of language learning by practising the key skills in speaking, listening, reading and writing of familiar, relevant topics and to give the students a basic grounding in grammar including the present, past and future tenses.

Co-curricular, Enrichment, Extension and Support

There is a bi-annual trip to Paris and Disneyland Paris for Years 7-8 in France and a bi-annual trip to Spain for students in Years 7-11. Throughout the academic year, the MFL department offers activities such as competitions, games and opportunities to try foreign dishes to mark key cultural events in the French, German and Spanish calendars.

Music

Departmental Aims

- To inspire our young musicians of all abilities to enjoy all aspects of music making
- To provide a wide ranging, contemporary and dynamic curriculum to challenge and motivate all students to develop a lifelong love of music
- To encourage students to venture into new styles of music from contemporary genres to the music of old through creative composition tasks, analysis of musical scores and by encouraging curiosity
- To promote the importance of communicating to an audience through performance
- To nurture the musical interests of all students.

Facilities

- Three full-time teaching staff
- One full-time music administrator
- 27 peripatetic VMTs (instrumental and vocal teaching staff)
- Well-equipped classrooms with piano, whiteboards and relevant audio facilities. Each class has access to a range of classroom percussion equipment, guitars, ukeleles and keyboards
- 16 practice rooms
- A computer suite with 12 Apple Mac computers with Logic Pro and Musescore software to aid composition.

Years 7-8 Curriculum

The theoretical aspects of music are taught through practical activity whether this be performing, composing or appraising and analysing music. When performing, students spend their time exploring a range of activities including: learning to read and play notation, performing contemporary pop songs, film music and classical music, learning the 12-bar blues and performing a samba piece. When composing, students learn to: write songs, write their own hook/riff, compose a sea shanty, compose their own 16-bar rhythmic piece and 16-bar melody. In each activity, students are encouraged to write their work using musical notation.

Co-curricular, Enrichment, Extension and Support

Music making is at the heart of what we do in the Music Faculty at BMS. We recognise the importance of providing a breadth of musical experience and we encourage all our students to become involved in the ensemble that is right for them. All ensembles include students from a range of year groups within the Senior School. This is a strength of the Faculty whereby younger students learn from the older students and vice versa.

Students support each other in the shared aim of enjoying music making and performing pieces to a high standard. We have many Visiting Music Teacher (VMT) staff who teach a wide range of instruments and assist in leading our large ensembles and chamber groups. With their help, as a Faculty, we are bursting with co-curricular ensembles covering a range of genres and activities from music theory and aural, to the

Big Band and our Senior Orchestra. All students having one-to-one lessons both inside and outside of school will be encouraged to take part in our Festival of Performance which takes place in November. We cater for a wider variety of musical styles and instruments.

Ensembles that we run include Senior Orchestra, String Orchestra, Concert Band, Big Band, Jazz Collective, Whole School Choir, Chamber Choirs, Flute Ensemble, Brass group, Classical Guitar Ensemble, Rock bands and Music Technology.

Our most able and accomplished musicians are invited to be part of the Performance Programme in which they attend a range of events that stretch and challenge them. This has included talks on instrumental and vocal practice, an active conducting session and individual or small group sessions on Alexander Technique.

In all years in the Senior School, individual students may be invited to attend a chamber ensemble relevant to their instrument/voice. This unique opportunity encourages them to develop their instrumental technique and general musicianship. We have a beginner player scheme for students wishing to learn to play a brass, wind or string instrument. This includes learning to play the instrument from scratch over a series of sessions with a specialist.

We recognise the importance of providing a breadth of musical experience and where possible we immerse students in the musicians' lifestyle by inviting them to take part in the band for the school musicals.









PSHE and RSE

A robust and modern PSHE and RSE programme has never been more important. The world in which our young people are growing up is ever-changing, including their access to technology, their experience of the online world, the evolving labour market, the changing political climate, and how young people navigate relationships. This cannot be underestimated.

At Bedford Modern School, our Personal, Social, Health, and Economic (PSHE) education and Relationships and Sex Education (RSE) programmes are designed to equip students with the knowledge, skills, and values they need to navigate life confidently and responsibly. We aim to provide a comprehensive and inclusive education that fosters personal growth, wellbeing, preparation for the future, and above all safeguards the young people in our care.

Aims of PSHE and RSE

- To develop students' understanding of themselves, their relationships with others, and their role in the wider community.
- To provide students with essential life skills, including critical thinking, decision-making, and problem-solving.
- To promote healthy and respectful relationships, emotional resilience, and understanding of our diverse world.
- To prepare students for the challenges and opportunities of adulthood, including their health, wellbeing, and career aspirations.

PSHE and RSE at BMS are delivered through a combination of tutor-led and specialist lessons. Students in Years 7 and 8 have one lesson per cycle with their tutors and one additional RSE lesson per cycle taught by an RSE specialist. Across all year groups, lessons provide a safe, supportive space for students to explore important issues, ask questions and engage in discussions that promote personal and social development. We also invite external speakers to deliver expert sessions, giving students valuable insights and specialist knowledge that broaden their understanding of real-world issues.

We strongly believe that parents are the first educators of their children, and we value their role in shaping their children's understanding of the world. To ensure a holistic approach, we encourage open communication and partnership with parents as we guide students through these critical life lessons. We also provide a supplementary seminar programme for parents to support the work we do with young people. Together, we support and empower our students as they grow and prepare for life beyond school.





Religious Education

Departmental Aims

Religious Studies takes us into the world as people really live it. Only Theology and Religious Studies can show us the world as people find it: exciting, provocative and vital. Only these disciplines show us a world people live and die for, and the God and gods people worship in their lives and deaths.

Religious Studies has a multidisciplinary nature, involving textual study, philosophical thinking, ethics, social understanding and the skills of analysis and reasoning, developing core skills of literacy. We aim to encourage philosophical thought, decision making skills, collaboration and independent working skills in the search for compromise and conflict resolutions that work. We aim to create opportunities for young people to develop their skills of dialogue, interpretation and analysis in a coherent context as well as engendering critical thinking and rigour in the search for truths in uncertain fields. All these are vital skills in a modern workforce where communication, collaboration and cooperation are core skills.

Facilities

The department has three full-time teachers, all with a broad range of specialist knowledge in the subject. Our three teaching rooms are well-equipped with audio visual equipment in the form of interactive whiteboards and ceiling-mounted projectors that enable us to incorporate interactive materials into lessons.

Years 7-9 Curriculum

- In Year 7 students are introduced to Philosophy
- Engaging and interactive investigation of different belief systems covering Islam and Christianity
- In Year 8 students also start to consider issues relating to ‘Equality and Inequality’ and link it to ‘Human and Civil Rights’, as well as studying Hinduism.

Co-curricular, Enrichment, Extension and Support

- Weekly support sessions – these are non-compulsory sessions where students of any age can come along to get help with specific areas of the course
- We try to arrange visits to local places of worship in order for our students to engage with those who follow the faiths that are being studied.




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