



LEARNING AT OUR HEART, AT THE HEART OF OUR COMMUNITY

Year 7 Curriculum Information

KS3 Curriculum

At KS3, we provide a broad and balanced curriculum based on the National Curriculum over a 3 year period. We believe that all students should have access to the full range of subjects and that it is essential to promote the arts and sports subjects alongside other subjects including literacy and numeracy based subjects. Students' personal and social development is also supported through our PSHEE and SRE programmes which run through all year groups.

Preparation for life

It is our duty as an educational establishment not only to support students in gaining the skills required to pass examinations, but also to develop them into well-rounded students who have the skills and adaptability to continue with further study and then into the world of work. We believe that it is our duty to help our students develop their own beliefs based on making sound moral judgements, based on exposure to different viewpoints, religions and cultures to prepare them for life in a modern society. This is referred to as students' Spiritual, Moral, Social and Cultural development (SMSC).

Spiritual development

Personal development relating to the spirit or soul and the intangible. N.B. It does not relate to physical nature or matter and is not synonymous with religious education – although religious education can be a major vehicle for the delivery of spiritual matters.

Moral development

Personal development relating to human behaviour, especially the distinction between good and bad or right and wrong.

Social development

Personal development concerned with living in a community rather than alone.

Cultural development

Personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

Personal development concerned with developing beliefs, opinions, making informed and safe lifestyle choices, economic awareness and how to actively participate in a democratic society.



KS3 Curriculum

Underpinning all subject schemes of work is the key principle that wherever possible we will encourage development of students' SMSC development. Examples of this may include

Spiritual

- Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- Giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- Encouraging pupils to relate their learning to a wider frame of reference- for example, asking 'why?' 'how?' and 'where?' as well as 'what?'.

Moral

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.
- Encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.

Social

- Fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.
- Providing a conceptual and linguistic framework within which to understand and debate social issues.
- Working together co-operatively.

Cultural

- Providing opportunities for pupils to explore their own cultural assumptions and values.
 - Presenting authentic accounts of the attitudes, values and traditions of diverse cultures.
 - Extending pupils' knowledge and use of cultural imagery and language.
 - Recognising and nurturing particular gifts and talents.
 - Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
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Art contributes to SMSC by:

- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists from different cultures and backgrounds
- Studying the reasons behind why art is created

Drama contributes to SMSC by:

- Allowing pupils to reflect on their own beliefs
- Allowing pupils to empathise from different characters' viewpoints
- Allowing pupils to explore and understand feelings and emotions
- Developing personal viewpoints and opinions

English contributes to pupils' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity;
- Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television;
- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film;
- Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language

Computing & IT can contribute to SMSC development by:

- Making clear the guidelines about the ethical use of the internet and other forms of communications technology.

Design & Technology makes a particular contribution to SMSC through:

- Reflecting on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life.
- Teaching that encourages pupils to discover foods of other cultures.
- Awareness of the moral dilemmas created by technological advances, the impact of 'winners & losers' ethos.
- How different cultures have contributed to technology.
- Opportunities to work as a team, recognising others' strengths, sharing equipment.

Geography contributes to SMSC where:

- Opportunities for reflection on the creation, earth's origins, future and diversity are given.
- Reflection on the fair distribution of the earth's resources.
- Studies of people and places gives pupils the chance to reflect on the social and cultural characteristics of society.
- Opportunities to examine and reflect on sustainability issues

History makes a contribution to SMSC by

- Looking at the establishment of multi-cultural Britain.
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism.
- Showing an awareness of the moral implications of the actions of historical figures.

Mathematics can provide a contribution to pupils' SMSC by:

- Supporting whole school policy on issues such as discipline and behaviour.
- Enabling pupils to acknowledge the important contribution made to mathematics by non-western cultures.

MFL contributes to SMSC through:

- Pupils may gain insights into the way of life, cultural traditions, moral and social developments of other people.
- Pupils social skills are developed through group activities and communication exercises.
- Listening skills are improved through oral/aural work.

Music contributes to SMSC through:

- Teaching that encourages pupils to be open to the music of other cultures.
- Considering the role of music in society and to see how music can cause conflict and differences of opinion.
- Looking at the way music can change moods and behaviour.
- Creating music as a form of expression and reflection

Physical Education – Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

PSHCEE contributes to pupils' personal development, their well-being and prepares them for their future lives through:

- Supporting them in making lifestyle choices based on reasoned judgement
- Learning about how to keep themselves healthy and safe
- Challenging them to think about their attitudes to outside pressures
- Support in thinking about their future lives
- Dealing with change and relationships with others

Religious Studies makes a substantial contribution to the delivery of SMSC:

- Learn about beliefs, values, and the concept of spirituality.
- Reflect on the significance of religious teaching in their own lives.
- Develop respect for the right of others to hold beliefs different from their own.
- Show an understanding of the influence of religion on society.
- Appreciation and understanding of different cultures, religions and traditions.

Science provides opportunities for pupils' SMSC development through examples such as:

- Encouraging pupils to reflect on the wonder of the natural world;
- Awareness of the ways that science and technology can affect society and the environment.
- Consideration of the moral dilemmas that can result in scientific developments.
- Showing respect for differing opinions, on creation for example.
- Co-operation in practical activity.
- Raising awareness that scientific developments are the product of many different cultures.

Throughout all topics in PSHCEE and RSE, students will develop the skills of independent enquiry, reflective learning, effective participation and team work.

PSCHCE is delivered by form tutors on a weekly basis for the first four half terms of each year. RSE is then delivered in the last half term of the year by the RE team.

Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half- term 6 (RE team)
Personal Development – First Impressions Intro Identity Self-Confidence Vulnerability Teamwork and Community Disabled people in the community Applying for work; Online Identity Stereotyping and Sexism Reporting Crime	Health & Wellbeing – Healthy Bodies Eating healthily Media / Adverts Eating Disorders Exercise Stress Emotional well-being Road Safety	Relationships – Conflict Types of conflict Cyberbullying Bullying Peer pressure Disability bullying Sexual bullying incl homophobia Children in wars Internal conflict Anger Conflict resolution	Citizenship - Being part of a community Multiculturalism Democracy Parliament and monarchy The law Reporting crime Court Liberty Human rights and responsibilities Road safety Participation	RSE - Puberty & Emotions Personal hygiene Puberty Gender and sex FGM Sexualisation Sexual bullying Mental health

Please Note:

All RSE lessons are delivered as part of the statutory Religious Education Curriculum. If you wish to discuss the content further please do not hesitate to contact:

Mr Richards—(Head of Year 7) Mrs Maidment (Deputy Head), Mrs Stephens (Assistant Head) or Mr Quartey (RE Subject Leader)

Year 7 Art Curriculum

<p>Topic: Formal elements & Colour</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Use the formal elements of line, shape, tone, texture. •Experimentation in sketchbooks to combine formal elements in an observational still life drawing. •Use paint to mix secondary and tertiary colours in the production of a colour wheel and other mixing exercises. •Creation of an art work that responds to the theme. <p>Knowledge / Understanding focus</p> <ul style="list-style-type: none"> •To analyse how artists, e.g. Moore, Morandi, use formal elements in their work •Understanding the term 'Still Life' •Have an understanding of colour theory primary, secondary, complimentary, warm/cold, tints, tones and shades. •Understanding of key words 	<p>Topic: Hundertwasser & Mandalas</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Studies of the artist's work using a variety of media. •Observational drawing studies of architecture in the local environment. •Design a building that reflects the working practice of the artist. •Use collage effectively to isolate areas for relief. •Construction of artist inspired work using slabs of clay. •Use of geometry skills to construct shapes •Creation of an art-work using paint. <p>Knowledge / Understanding focus</p> <ul style="list-style-type: none"> •To understand the inspirations and working methods of Hundertwasser. •Understanding of the techniques and properties of using clay. •Development of key words vocabulary. •Analysis of how Mandalas create mood and how their design is personal to them / meanings 	<p>Topic: Pop Art</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Creation of visual representation of Pop Art. •Selecting and enlarging areas to develop the skill of scale. •Use of ICT including apps to create a Pop Art outcome.. Observational studies of a still life to develop drawing skills. •Representation of typography •Creation of a meaningful art-work <p>Knowledge / Understanding focus</p> <ul style="list-style-type: none"> •Understanding of the art movement and key artists. •Understanding of how to use computer software to create a digital outcome. •Knowledge of current popular culture. •Development of key words vocabulary •Understanding Semiotics •use the ideology of Pop art to use contemporary imagery and references to make a final artwork
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<p>Topic: Introduction to the Computer System, Animation, and Scratch Programming</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Introduction to using the school computer systems (Network,FROG,Email). •Create simple animations in powerpoint and Serif Draw Plus. •Create simple games in Scratch <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Knowledge of how to access/complete homework in FROG •Knowledge of appropriate computer system use •Knowledge of how to use the school email system •Understanding of Key words •understand how to split tasks up into sequences •explain a sequence of events •Understand basic programming concepts 	<p>Topic: Simple Flowol, E-Safety, and Simple Databases</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Creation of Simple Flow Charts •Creation of simple databases <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Knowledge of what an input and an output is •Explain simple systems •Explain what a sensor is •Explain what a database is used for •Explain why a database might be used •understanding of keywords •Explain how to stay safe online 	<p>Topic: BBC Micro, Simple Web Development, and Introduction to Computer Hardware</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Create simple programs for the Microbit •Create simple websites <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Explain why they have used a particular piece of code •Identify some computer hardware •Justify the design of a simple website for a given audience and purpose •Knowledge of basic html •Knowledge of hardware and software •Understanding of keywords
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Design and Technology operates a carousel system where pupils will experience different material areas during the academic year.
Cooking & Nutrition is offered within the rotations.

Topic: Electronics- Desk lamp
Skills Focus:

Pupils work on a design and make product enhancing: research, designing, development, evaluation, analysis, modeling, measuring and marking out accurately, wasting processes (cutting, sanding, filing, drilling), finishing processes and using CAD/CAM.

Knowledge / Understanding focus

- Develop, communicate and refine design ideas using annotated sketches
- Understand the properties of materials and how they can be used
- Understand how to classify plastic materials
- Produce short reports making suggestions for improvements
- Use design and make and use manufacturing aids
- Use CAD/CAM in manufacturing products
- Understand how to apply the concepts of feedback systems i.e. input output and feedback
- Pupils will develop their understanding of designing and making and expand their practical skills for example plastic forming processes, simple circuits and soldering.

Topic 1: Textiles – Toy Building Block
Topic 2: Textiles – Fleece Hat
Skills Focus:

In this project students will study the work of owls in art and compare and contrast this style to Art deco stylised owl work. They will apply these skills and design and make a textile outcome, which is a felt owl phone case cover.

Knowledge / Understanding focus

- Develop the understanding of the formal elements in Textiles, e.g. -shape, form, colour and texture.
- Developing techniques, when working with textile materials e.g.- applique, hand embroidery, cutting out the design and various stitches such as running, back or chain stitches.

Topic: Graphics- Retail outlet
Skills Focus:

This project provides students with an introduction to basic architecture. Students will develop a corporate image and produce architectural moquette for a 1:20 scale shop. Students will use a range of modelling materials in order to realise their design ideas. They will explore a range of rendering techniques, including paper veneering, collage and painting.

Knowledge / Understanding focus

- They will explore features of existing buildings and may learn about the historical aspects related to architectural features of Georgian, Edwardian, 20th century and Modern buildings.
- Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: Architecture, Graphics, Moquette, Modern, Post-modern, Contemporary, Design, Sign, Font, Façade, Elevation, Plan, Evaluate, Asses and Review

Topic: Resistant Materials- Chocolate celebration card
Skills Focus:

Students work will focus on research, designing, development, evaluation, analysis, modeling, measuring and marking out accurately, wasting processes (cutting, sanding, filing, drilling), Forming and finishing processes.

Knowledge / Understanding focus

- Produce ordered sequences and schedules for manufacturing products they design, detailing resources required
- Follow procedures for safety and understand risk assessment
- Use a more complex range of materials / components taking into account their properties
- Make use of specialist equipment to mark out materials
- Apply a range of finishing techniques, including those from art and design, polymers and woods

Topic: Cooking and Nutrition
Skills Focus:

In this project students are introduced to food hygiene and safety principals, a range of basic practical skills and processes; students will develop a knowledge and understanding of ingredients and different cooking methods.

Knowledge / Understanding focus

- Through the activities in this unit pupils will be able to understand, use and spell correctly terms relating to:
 - how to store, prepare and cook food safely and hygienically
 - the sensory characteristic of food
- Speaking and listening – through the activities pupils could:
 - Ask questions to gain clarification and further information
 - Collaborate with others to share information and ideas, and solve problems

Year 7 Drama Curriculum

All students study Drama as a discreet subject through the medium of improvisation. Students explore a range of topics which help them to develop, explore and express ideas and concepts relating to personal and social development; including the effects on themselves and impact on others.

Topic: Space/New School
Skills Focus:

- Empathy
- Freeze Frames
- Characterisation
- Hot Seating
- Thought Tracks

Knowledge / Understanding focus:

- Understanding of Key words
- be able to put themselves in a situation related to schools
- explore the variety of human emotions through drama
- develop characters through freeze frames, facial expression, posture, gestures and tone of voice.

Topic: Evacuees/Dares and stealing
Skills Focus:

- Empathy
- Freeze frames
- Still imaging
- Hot seating
- Devising
- Characterisation

Knowledge / Understanding focus:

- be able to create an effective story.
- make moral judgments based on the above topics.
- exploring character empathy and creating non-verbal communication through the subjects of the Second World War evacuees and dares and stealing.

**Topic: Illness / Elizabethan Theatre
(The plague and Disabilities)**
Skills Focus:

- Empathy
- Freeze frames
- Still imaging
- Hot seating
- Devising
- Characterisation

Knowledge / Understanding focus:

- looking at different historical periods in the Theatre looking at key features like stage fighting and practical use of this in extracts from Shakespearean plays.
- how the plague affected people at the time.
- different disabilities and some of the limitations that might affect these people.

Throughout Year 7 English, students will develop the skills required to read and understand texts; skim and scan text; close reading; locate, research, collate and retrieve information; reading for inference; interpretation; summarising/gist of texts; analyse, explain and evaluate language; undertake simultaneous comparison; cross reference; PEE+E

Topic: Adventures in English – Transition unit, a Modern Novel

Skills Focus:

- Paragraphs: setting out and when to use (TIPTOP)
- Capital letters
- Range of punctuation: .,?;'"(-!, including direct speech
- Sentences: phrases and clauses, types: simple, complex, compound, run on, varying lengths for effect
- Apostrophes: possession, omission
- Contractions
- Spelling
- Essay structure: planning, beginnings, layout, endings
- Rhetorical and presentational devices
- Figurative and literal language
- Formal and informal language
- The writer's 'voice' and 1st,2nd, 3rd person

Knowledge / Understanding focus

Adventures in English:

- knowledge, understanding and appreciation of famous writers through time
- how the context in which it was written affected its content and style and how this can be compared and contrasted to a modern novel.

Modern Novel:

- knowledge, understanding and appreciation of the author of the novel
 - how the context in which the novel was written affected its content and style
- how this can be compared and contrasted to similar novels.

Topic: World literature, Scripted Drama/Novel

Skills Focus:

- Paragraphs: setting out and when to use (TIPTOP)
- Capital letters
- Range of punctuation: .,?;'"(-!, including direct speech
- Sentences: phrases and clauses, types: simple, complex, compound, run on, varying lengths for effect
- Apostrophes: possession, omission
- Contractions
- Spelling
- Essay structure: planning, beginnings, layout, endings
- Rhetorical and presentational devices
- Figurative and literal language
- Formal and informal language
- The writer's 'voice' and 1st,2nd, 3rd person

Knowledge / Understanding focus

World Literature:

- knowledge, understanding and appreciation of writers and their stories from around the world
- how the context in which stories were written affected its content and style
- how these stories have been used and changed to suit a modern audience.

Scripted Drama:

- knowledge, understanding and appreciation of plays
 - how the context in which plays were written affected its content and style
- how plays are relevant to modern life

Topic: World literature

Skills Focus:

- Paragraphs: setting out and when to use (TIPTOP)
- Use of capital letters
- Range of punctuation: .,?;'"(-!
- Direct speech
- Sentences: phrases and clauses, types: simple, complex, compound, run on
- Essay structure: planning, beginnings, layout, endings
- Apostrophes: possession, omission
- Contractions
- Formal and informal language
- Spelling

Knowledge / Understanding focus

- Rhetorical devices
- Varying sentences
- Presentation devices
- Figurative language
- Literal language
- Formal and informal language
- The writer's 'voice' and 1st,2nd, 3rd person

Year 7 Geography Curriculum

<p>Topic: World Geography and Skills</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> • Interpretation of photos • 4 and 6 figure grid references • 8 point direction • Latitude and longitude • Comparing and contrasting • Explaining, fieldwork • GIS • Atlas work • Basic numeracy skills <p>Knowledge / Understanding focus</p> <p>Throughout this unit pupils will gain knowledge of the skills required for studying Geography.</p> <ul style="list-style-type: none"> • The basic cartographical skills such as 4 and 6 figure grid references, direction scale, • Use of symbols and how to use latitude and longitude. • Build on their locational knowledge from local, regional, national and global places • Explore what Geography means through the concept of place • Study the school and the surrounding area through grid references. • Study London through a range of maps and how the capital city has changed over time • Study the main features of the UK and its place in the world • Complete a group research task on different countries around the world with a cultural theme • Build up their numeracy skills and learn how they apply in a geographical context. 	<p>Topic: Water on the land</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> • 6 figure grid references • Describing • Explaining • Use of contour lines • Extended explanation • Analysis • Correct use of geographical terminology • Knowledge of case studies • Fieldwork • Atlas work • GIS <p>Knowledge / Understanding focus</p> <p>Throughout this unit pupils will study elements of physical geography throughout the UK including rivers and how these interact and influence landscapes and environments.</p> <ul style="list-style-type: none"> • Describe and explain the major landforms of waterfalls, meanders and ox bow lakes. • Use OS maps to identify the main features of rivers • Analyse the causes of river flooding • Understand how humans are affected by and try to control these occurrences. • Case or place studies will be used to exemplify the issues studied, however as this is an ever changing world, these change from year to year. 	<p>Topic: Availability of natural resources</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> • Atlas work • Interpretation of photos and graphs • Explaining, analyzing, justifying, predicting. • Use of case studies • 6 figure grid references • Basic numeracy skills. <p>Knowledge / Understanding focus</p> <p>Throughout this unit pupils will study a combination of human and physical geography, in an attempt to deepen their understanding of the interaction between physical and human processes.</p> <ul style="list-style-type: none"> • Study the changing energy mix and the growing reliance on fossil fuels. • Understand the significance of renewable energy and the environmental issues associated with exploitation of energy sources. • Explain the growing demand for water • Describe the distribution of water around the world using key terminology. • Analyse the problems of water insecurity • Evaluate the attempts to solve the water crisis • Case or place studies will be used to exemplify the issues studied, however as this is an ever changing world, these change from year to year.
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Year 7 History Curriculum

<p>Topic: From Roman Britain to the Battle of Hastings</p> <p>Skills Focus:</p> <p>Introductory lessons will focus on using key Historical skills:</p> <ul style="list-style-type: none"> •Chronology •the role of cause and consequence •change and continuity <p>Knowledge / Understanding focus:</p> <p>Pupils will be able to understand Key Historical skills within the Introductory lessons.</p> <ul style="list-style-type: none"> •Study Cause and consequence through investigating change and Continuity from Roman to Saxon Britain. •Investigate cause and consequence by looking at why Duke William of Normandy won the battle of Hastings to become King of England looking at a 	<p>Topic: Medieval ruling and living.</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Examine the issue of significance when looking at how King William and the Normans controlled England. •interpret life during the middle ages using primary sources. <p>Knowledge / Understanding focus</p> <ul style="list-style-type: none"> •Investigating how William and the Normans were able to control England through features such as Castle building, the feudal system, terror and the Domesday book •Investigate Medieval lives looking at features such as medieval living, entertainment, work and food 	<p>Topic: The Tudors and the rise of Empire</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Studying the Tudor dynasty and make judgments using different criteria on the significance of different Tudor monarchs. •Investigate whether the British empire was a force for good or evil looking at different Historical interpretations <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Examine the different fears medieval people experienced during the middle ages such as the Black death, the fear of hell and the problems experienced that lead to the Peasants revolt. •Investigate who was the most successful Tudor Monarch from Henry VII and Henry VIII to Queen Elizabeth.
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Topic & Knowledge/Understanding focus:	Topic & Knowledge/Understanding focus:	Topic & Knowledge/Understanding focus:
<p><u>Foundation</u></p> <ul style="list-style-type: none"> •Analysing and displaying data •Calculating •Equations, functions and formulae •Graphs <p><u>Intermediate</u></p> <ul style="list-style-type: none"> •Analysing and displaying data •Number skills •Expressions, functions and formulae •Decimals and measures <p><u>Higher</u></p> <ul style="list-style-type: none"> •Analysing and displaying data •Number skills •Equations, functions and formulae •Fractions <p>Skills Focus:</p> <ul style="list-style-type: none"> •Compare sets of data using their ranges and averages. •Read and draw tally charts, tables, charts and line graphs, including for grouped data. •Know and use the priority of operations and laws of arithmetic. •Use written methods to add, subtract, multiply and divide whole numbers. •Simplify expressions by collecting like terms. •Write expressions and formulae. •Substitute into formulae. •Order and round decimals. •Use measures and conversions. •Read scales and plot coordinates. •work out perimeter and area. 	<p><u>Foundation</u></p> <ul style="list-style-type: none"> •Factors and multiples •Decimals and measures •Angles and lines <p><u>Intermediate</u></p> <ul style="list-style-type: none"> •Fractions •Probability •Ratio and Proportion <p><u>Higher</u></p> <ul style="list-style-type: none"> •Angles and shapes •Decimals •Equations <p>Skills Focus:</p> <ul style="list-style-type: none"> •Compare, simplify and calculate with fractions. •Equivalent percentages, fractions and decimals. •Percentage of amounts. •Probability vocabulary and on the probability scale 0-1. •Calculate the probability based on equally likely outcomes and of an event not happening. •Calculate experimental probability. •Solve problems involving direct proportion. •Understand and use ratios. •Use fractions and percentages to compare proportions. 	<p><u>Foundation</u></p> <ul style="list-style-type: none"> •Measuring and shapes •Fractions, decimals and percentages •Transformations <p><u>Intermediate</u></p> <ul style="list-style-type: none"> •Lines and angles •Sequence and graphs •Transformations <p><u>Higher</u></p> <ul style="list-style-type: none"> •Multiplicative reasoning •Perimeter, area and volume •Sequence and graphs <p>Skills Focus:</p> <ul style="list-style-type: none"> •Identify and label angles and lines. •Use properties of 2D shapes. •Estimate, measure and draw angles. •Draw triangles accurately. •Understand properties, angle facts and problems involving quadrilaterals. •Generate and describe simple and more complex sequences including nth term. •Identify and plot coordinates. •Recognize and plot straight-line graphs. •Make links between graphs, sequences and functions. •Describe congruence. •Reflection, rotation, translation and enlarge shapes. •Describe transformations.



Year 7 Modern Foreign Language Curriculum

In year 7, students study either French and German, French and Spanish; French, Spanish or German

French	<p>Topic: Myself and my school life</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus: Greetings and introductions, numbers 1-39, brothers and sisters, likes and dislikes, personality, Colours, days of the week, school bag items, school subjects. School uniform, school routine Gender, plurals, verbs <i>avoir</i> and <i>être</i> Adjective patterns</p>	<p>Topic: Free time and my family</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus: Weather, sports, free-time activities, question words Family description, pets, rooms of house, where I live, breakfast items Dictionary skills. Opinions and preferences The present tense. Verb <i>faire</i></p>	<p>Topic: My town & French culture</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus: Places in town, prepositions of place, ordering food and drink Ordering and buying food and drink, organizing to go out numbers 40-100. Plans for the weekend French festivals, French cuisine, French celebrities, French geography The future tense. Verb <i>aller</i></p>
German	<p>Topic: Myself and My School life</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Greetings and introductions, the alphabet. •Personal identification. Places in Europe, where I live •Numbers 1-31, colours, school items. •School subjects, opinions, days of the week & time. Food and drink. School uniform. •Negatives and gender of nouns. 	<p>Topic: My family & My Free Time</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Family members, physical descriptions, personalities. •Pets and plurals. •Sports, hobbies, likes and dislikes. Adverbs of frequency. •Accepting and declining Invitations. 	<p>Topic: My House and My Town</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Rooms and furniture in a house. •Compass points, the weather. •Places in town. Modes of transport. •Asking for and giving directions. •Identifying past tense constructions.
Spanish	<p>Topic: Myself and my family</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Greetings, numbers 1-31, months of the year, the alphabet, personal identification, school bag items, animals, describing my family, personal descriptions, colours, personality. •Gender, plurals, adjective patterns 	<p>Topic: School life and Home life</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •School subjects, opinions and reasons. Days of the week. The present tense: common verbs. Numbers 31-60. School facilities, transport to school, food. •Types of housing and rooms, bedroom descriptions, town descriptions. Morning and afternoon routine 	<p>Topic: My town and Free Time.</p> <p>Skills Focus: All pupils are assessed on their Listening, Reading, Speaking and Writing skills</p> <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Places in town, directions and distances, numbers 69-100. Weather and seasons. •The present tense: irregular verbs. The future tense. •Sports and free time activities. Arranging to go out. Helping at home

Year 7 Music Curriculum

<p>Topic: The Elements of Music</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Technique on multiple instruments throughout the module, including keyboard, tuned and untuned percussion. •Use of theory and knowledge in composing and performing. <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Theory: treble clef, bass clef, graphic score, notation, •Listening: pitch, tempo, texture, timbre, structure, silence •Performing: using keyboard and basic classroom instruments using correct techniques •Composing: being creative, creating pieces of music based around the elements of music, soundscapes 	<p>Topic: Ostinato (rhythm and melody)</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Compositional techniques including diatonic keys, binary/ternary structures. •Development of keyboard technique to include use of both hands correctly •Use of rhythm and staff notation to aid performing and composing. <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Learn to identify rhythmic and melodic notation in order to perform keyboard music •Performing: Perform solo and as part of an ensemble •Composing: Compose rhythm lines, ostinati •Listening: Rhythmic dictation, identification of orchestral instruments 	<p>Topic: Musical Cycles (African Drumming, Latin American Music, Gamelan Music)</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •drumming techniques, tuned percussion techniques, •use of mnemonics in performance. <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Learning/understanding how every culture has distinct musical features that define its culture' (makes it what it is) •Performing: ensemble performance, developing instrumental techniques •Composing: Scales, improvisation, structure, ostinati •Listening: Contextual examples for analysis and discussion, identification of key features of the music
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Year 7 Physical Education Curriculum

Students will all participate in 3 weeks of handball to allow the PE team to assess pupils and place them in the correct set for their PE lessons.

They will then complete these sports on a rotation – Hockey, Netball, Rugby, Short Tennis, Dance, Basketball, Gymnastics, Cricket, Athletics and Rounders in order to explore and develop their knowledge of these sports

<p>Topic: Baseline testing – (Handball) 3 weeks Netball, Hockey and Rugby - Each sport will be taught in 3 week blocks.</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Hand eye coordination, •balance, •team work •communication <p>Knowledge/Understanding focus:</p> <ul style="list-style-type: none"> •Develop knowledge in team sports and working as a team •Use of tactics through man to man marking, set plays and formations 	<p>Topic: Dance, Gym, Basketball, Short tennis 3 week blocks on each sport</p> <p>Skill Focus:</p> <ul style="list-style-type: none"> •Hand eye coordination, •transferring skills, •throwing backwards, •body tension and extension. <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Develop knowledge in team sports •Expression •Evaluating others •Evaluating others' performance •canon and unison •how to exploit opponent 	<p>Topic: Athletics (double block), Cricket, Rounders 3 week blocks on each sport</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •evaluation, •striking and fielding, •throwing and catching, •fielding, •use of tactics in batting order, •fielding placement <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •Different forms of striking and fielding •Peer assessing •How to improve performance
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<p>Topic: Beliefs, Faith & Religious buildings</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Distinguish between fact and belief, •describe key concepts that are common to many religions, religious events, rituals and practices in a basic way. •Explain the use and importance of religious buildings, from both historic and contemporary relevance to society and the faith in question. <p>Knowledge / Understanding focus: Throughout this unit pupils will gain knowledge of the skills required to understand the nature of religion, religious commitments and lifestyles:</p> <ul style="list-style-type: none"> •the influence religion has on society in terms of ethnic and cultural equality and diversity and the moral and spiritual dimensions of life. •reasons why we study RE, what is faith and belief; do we have to believe everything we see? Or if we don't see something does it mean it does not exist? •Does God exist? There will be a debate and discussions about what makes someone religious. •different religious buildings and what they are used for and various artifacts within them, with opportunities for visits. 	<p>Topic: The World Around Us, Heroes & Heroines</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Identify, describe, evaluate, judge, infer, interpret, classify, categorize and compare different faiths and how they are expressed. •In terms of food, clothing, music and festivals within cultures and across different cultures and faiths. Use of specific case study detail and use of terminology. <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •think rigorously and present informed and detailed arguments with well-substantiated conclusions about aspects of our natural world that inspires awe and wonder •explore the faith based belief that God created the world as supposed to evolution. •analyze some of the problems being experienced within our environment and to suggest possible solution for our world. •look at religious views about how the world should be treated and some heroes and heroines who have champion the cause of preserving the environment to the point of losing their lives. •explore and express their own views on people they consider heroes or heroine for whatever reasons. •explore how difficult it is to live with rules, either self-made or within a community and the extent to which people will go to uphold some rules to the govern their own personal lives, like Gandhi, Madam Theresa, Martin Luther King Jnr Nelson Mandela. 	<p>Topic: Film and Faith;</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Identify, describing, explaining, differentiating, inferring, interpretation, classifying, comparing, categorising, contrasting, applying, analyzing, •use of specific films (movies) to study detail and use of faith, practice and terminology. <p>Knowledge / Understanding focus:</p> <ul style="list-style-type: none"> •think rigorously and present informed and detailed arguments with well-substantiated conclusions about aspects of faith as shown in various movies to show the belief in the existence of God. •How our natural world that inspires awe and wonder that point to the belief in the existence of God. •analyze some of the issues that suggest possible solution for how the world came into being. •look at religious themes life after death, the existence of good and evil, temptation and the fight against evil that exist within our world. 	<p>Topic: SRE</p> <p>Skills Focus:</p> <ul style="list-style-type: none"> •Distinguish between facts, belief, and hear say. •Describe key developmental changes in boys and girls at the onset of puberty, unearth and address some of the misconceptions/myths that are common among pre-teens, in a basic but practical way. •Explain the changes (physical and emotional) and importance of dealing with them in the right way. <p>Knowledge / Understanding focus: Throughout these unit pupils will understand the changes in their bodies as they go from childhood to adulthood.</p> <ul style="list-style-type: none"> •Be aware of the challenges associated with that period of time in their lives. •develop understanding and importance of personal hygiene. •know the law and the practices of FGM and any aspect of mental health associated with it, as well as cultural issues surrounding FGM. •research, debate and discuss myths surrounding puberty. •look at different religious believes about boys and girls coming of age.
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<p>Topic: Curiosity and Working scientifically Knowledge and Understanding through Curiosity: Introduction to scientific investigation and observation of the real world. Students will learn to plan and carry out scientific enquiries to test predictions.</p> <p>Skills Focus: Students will be introduced to a range of scientific apparatus and techniques needed for fieldwork and laboratory work with a focus on health and safety. They will also develop skills on presenting and analysing data as well as evaluating methods.</p> <p>Topic: B1.1 Cell structure Skills Focus: Use a microscope and make microscope slides and identify cells. Present results as drawings charts and tables. Find information about reproduction from secondary sources</p> <p>Knowledge / Understanding focus: Animal and Plant cell structure and examples of specialised cells. Students will look at the movement of substances in and out of cells by diffusion.</p> <p>Topic: C1.1 Particles and their behavior Skills Focus: Use observations to decide if substances are solids, liquids, or gases. Interpret data about melting points.</p> <p>Knowledge / Understanding focus: Understand the different properties of the different states of matter and the changes of state based on the particle models</p> <p>Topic: P1.1 Forces Skills Focus: Using Newton meters to measure force and converting between mass and weight. Planning investigation into frictional forces and how elastic objects change shape with force.</p> <p>Knowledge/Understanding focus: Identify a range of forces in different situations and the effect of forces on how objects shape or motion. Understand the effects of gravitational forces on earth and in space.</p>	<p>Topic: B1.2 Structure and function of body systems Skills Focus: Interpret information provided to decide on the function of the individual organs and of the organ system as well as data given to compare the difference in the composition of inhaled and exhaled air.</p> <p>Knowledge / Understanding focus: Looking at how cells come together to form tissues and organs and how multiple organs work together to form an organ system. Students will look at how the respiratory systems works to carry out gas exchange. The way that the body moves and is supported by muscles, bones and joints is also looked at.</p> <p>Topic: C1.2 Atoms, elements, compounds and chemical reactions Skills Focus: Safely be able to use different chemicals to carry out a range of reactions and identify chemical and physical reactions from observations. Representing practical observations using word and symbol equations. Calculating the temperature change and make a conclusion in a range of exothermic and endothermic changes.</p> <p>Knowledge/ Understanding focus: Students will understand the differences between atoms, elements and compounds and be introduced to the periodic table and how it was formed based around the properties of different elements. Explain the conservation of mass during reactions and exploring different types of reactions.</p> <p>Topic: P1.2 Light and sound Skills Focus: Interesting relationships on how waves behave based of observations including drawing ray diagrams, measuring angles and interpreting oscilloscope traces.</p> <p>Knowledge/ Understanding focus: Understand the properties of sound and light waves and what happens when they interact with different materials. Look at how the body detects sound and light and carry out compare the speed of sound and light.</p>	<p>Topic: B1.3 Structure and function of body systems Skills Focus: Interpret observations given, to categorise the changes during adolescence. Extract information from text to describe structures and functions of the key parts of the reproductive systems in a table. Use appropriate techniques to dissect a flower into its main parts.</p> <p>Knowledge / Understanding focus: Looking at the changes that take place during puberty including the menstrual cycle. The male and female reproductive organs and how reproduction occurs in plants and animals</p> <p>Topic: C1.3 Acids and Alkalis Skills Focus: Carrying out neutralization reactions and recording results with a focus on risk assessment. Measuring pH different instruments and designing an experiment to find out which indigestion remedy is better.</p> <p>Knowledge / Understanding focus: Comparing the properties of acids and alkalis and how pH changes in neutralisation reactions. Look at the products formed during neutralisation reactions and present observations in word and symbol equations.</p> <p>Topic: P1.3 Space Skills focus: Interpreting data about different planets and drawing conclusions about patterns and relationships between a variety of factors. Representing data graphically.</p> <p>Knowledge / Understanding focus; Exploring the structure of the universe and explaining the motion of the sun, stars and moon in the sky. Also explaining why we have day and night and seasonal changes on planet Earth.</p>
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