



The Snaith School



Year 7 Curriculum Guide 2023 / 24

Welcome

Pupils at The Snaith School have access to an ambitious curriculum that develops the powerful knowledge and skills to which they are entitled in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has at its heart the intention to support students to be their 'best self' by removing barriers and ensuring social justice. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at The Snaith School. The Year 7 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on KS2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of 'APEX' (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. 'APEX' is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

English: Mrs L Gordon
Maths: Miss S Adlington
Science: Miss C Maguiness
History: Miss S Wilson
Geography: Mr T Harrison
French: Mrs E Reynolds
Design & Technology: Miss E Scott
Art: Mrs L Nichols
Computing: Miss M Till
Drama: Mrs G Sampson
Music: Mr S Elliott
Philosophy, Ethics and RE: Mrs S Kears
Physical Education: Mr B Franklin
APEX: Mrs R Hull

Maths

In year 7, pupils will build upon and extend their knowledge from KS2. Pupils will also be introduced to Algebra, Ratio and Proportion and Handling data. Pupils will also look at area and circumference of circles.

Pupils alongside their normal Maths lessons 3 per week, will study problem solving lessons 1 per week

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content: Essential number</p> <p>Vocabulary: Integer, product, Numerator, Denominator, Power, Prime, Reciprocal, Approximation, Factor, Multiple, Estimation, Vinculum</p>	<p>Content: Essential Algebra</p> <p>Vocabulary: Simplify, Factorise, Expand, Rearrange, Solve, Substitute, Inequalities, terms, formulae, coefficient, factors</p>	<p>Content: 2D Shapes</p> <p>Vocabulary: Perimeter, Area, Polygon, composite shapes, Reflection, Rotation, Translation, Enlargement, Quadrilateral, Transformations</p>
<p>Content: Essential Number, this has been extended into the second half of the autumn term before moving into 'Essential Algebra', this will be taught during the second half of the autumn term and into the first half term of Spring</p>	<p>Content: Ratio and Proportion</p> <p>Vocabulary: Ratio, Simplest form, scale, Percentage, Simple interest, Express</p>	<p>Content: Handling Data</p> <p>Vocabulary: Mean, Mode, Median, Range, discrete, continuous, grouped, ungrouped, bi-variate data</p>

Our Year 7 curriculum aims to ensure that students can do the following:

- Apply the four operations including with integers, decimals and fractions
- Understand and apply the order of operations
- Use rounding and approximations
- Understand properties of numbers such as primes, factors and multiples
- Understand algebraic notation and substitute values into a range of expressions and formulae
- Solve equations
- Use ratio notation and share in a ratio
- Calculate percentages of amounts and percentage change
- Know properties of 2D shapes
- Calculate area and perimeter of 2D shapes
- Transform 2D shapes
- Calculate averages for set of data
- Construct and interpret graphs and charts

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught and practice the skills learned within maths lessons
- www.vle.mathswatch.co.uk/vle/ is a useful website that can support your child's learning at home

English



English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>The Origins of Literature</p> <p>Students will explore the development of storytelling through Greek mythology.</p> <p>Vocabulary:</p> <p>hubris, didactic, aetiological, mythology, archetypal, moral</p>	<p>Introduction to Shakespeare</p> <p>Students will research the Elizabethan era to gain an understanding of The Globe Theatre and life in the 16th Century. They will then study a range of poetry and extracts from some of his greatest works.</p> <p>Vocabulary:</p> <p>sonnet, soliloquy, patriarchy, Elizabethan, Jacobean, stage craft, context, tragedy</p>	<p>Novel Study: The Giver</p> <p>Students will explore how writers present power within society to instil fear through this classic dystopian novel.</p> <p>Vocabulary:</p> <p>dystopia, nurturer, characterisation, oppression, foreshadow, restriction, society, utopia, protagonist, antagonist</p>
<p>The Art of Rhetoric</p> <p>Students will explore the power of persuasion and the theory behind it.</p> <p>Vocabulary:</p> <p>logos, ethos, pathos, anaphora, maxim, epistrophe, rhetoric, emotive, analogy, tricolon, hyperbole, anecdote</p>	<p>Poetry from Different Cultures</p> <p>Students will examine a diverse range of cultures through the medium of poetry.</p> <p>Vocabulary:</p> <p>diversity, ambiguity, oppression, conflict, acceptance</p>	<p>Gothic and the Literature of Fear</p> <p>Students will understand how writers explore the fears of humanity through a selection of Gothic texts.</p> <p>Vocabulary:</p> <p>gothic, mystery, pathetic fallacy, characterisation, suspense, sensory imagery, tension</p>

Our Year 7 curriculum goals:

- To experience a challenging and language-rich curriculum that enables students to access and enjoy a wide range of literature.
- To understand the origins of British and world literature
- To make connections between our wider world and the literature we study
- To introduce and understand how writers influence readers
- To demonstrate an understanding of the writer's craft through our own creative writing

How parents can help to support their child's learning:

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in.

Science

Science at Key Stage 3 at The Snaith School builds on our student's prior learning in primary education so they develop firm foundations in their understanding of key scientific ideas, practical based enquiry and scientific literacy and they can make a strong transition to their learning in Key Stage 4 and for the demands of GCSE Science.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content:</p> <p>Lab Safety</p> <p>Vocabulary:</p> <p>Hazard, Risk, Flammable, Corrosive, Investigation, Evidence, Bunsen burner, Tripod, Gauze, Beaker, Measuring cylinder, Test tube, Balance, Heatproof mat, Funnel, Thermometer, Pipette, Scales, Tongs, Aim, Prediction, Hypothesis, Method, Conclusion, Flame test, Chromatography, Variables,</p>	<p>Content:</p> <p>Introducing Electricity</p> <p>Vocabulary:</p> <p>Series circuits, Components, Current, Amperes, Ammeter, Charge, Cell, Battery, Voltage, Potential difference, Volts, Voltmeter, Resistance, Ohms, Conductor, Insulator</p>	<p>Content:</p> <p>Forces & Motion</p> <p>Vocabulary:</p> <p>Force, Contact, Non-contact, Balanced, Unbalanced, Resultant Force, Terminal Velocity, Mass, Weight, Gravity, Kilograms, Newtons, Speed, Velocity, Distance, Time, Motion, Acceleration, Distance-time graph, Horizontal, Vertical</p>
<p>Content: Solids, Liquids & Gases</p> <p>Vocabulary:</p> <p>Substances, State, Solid, Liquid, Gas, Properties, Particle, Melting, Evaporation, Internal energy, Condensation, Freezing, Observation, Diffusion, Pressure, Rate</p>	<p>Content: Elements, Compounds, Mixtures and Reactions</p> <p>Vocabulary:</p> <p>Element, Compound, Atom, Molecules, Equations, Symbols, Conservation of mass, Chemical, Elemental reactions, Thermal decomposition</p>	<p>Content: Separating Mixtures</p> <p>Vocabulary:</p> <p>Pure substance, Mixture, Solute, Solvent, Solution, Soluble, Insoluble, Saturated, Dissolve, Particles, Filtration, Evaporation, Liquid, Gas, Boiling point, Condensation, Condenser (Liebig condenser), Condenses, Collecting, Thermometer, Pure substance, Particles, Kinetic energy, Chromatography</p>
<p>Content:</p> <p>Cells</p> <p>Vocabulary:</p> <p><i>Cell, Organelle, Nucleus, Cytoplasm, Cell membrane, Cell wall, Vacuole, Chloroplast, Microscope</i></p>	<p>Content:</p> <p>Fertilisation</p> <p>Vocabulary:</p> <p><i>Puberty, Vagina, Uterus, Ovaries, Fallopian tube, Egg, Sperm, Penis, Testes, Urethra, Scrotum, Foetus, Embryo, Stigma, Stamen, Anther, Pollen, Pollination</i></p>	<p>Content:</p> <p>Relationships in Ecosystems</p> <p>Vocabulary:</p> <p><i>Producer, Consumer, Predator, Prey, Population, Community, Habitat, Competition, Adaptation, Quadrat, Transect, Biodiversity</i></p>

<p>Content:</p> <p>Systems</p> <p>Vocabulary:</p> <p>Cell, Tissue, Organ, Organ system, Diffusion, Heart, Blood, Blood vessels, Lungs, Alveoli, Stomach, Intestine, Oesophagus</p>		
<p>Content:</p> <p>Introducing Energy</p> <p>Vocabulary:</p> <p>Energy store, Energy pathway Stores of energy: Kinetic, Chemical, Thermal, Gravitational, Elastic, Nuclear, Magnetic, Electrostatic Transfers of energy; Mechanically, Heating, Electrically, Radiation Dissipation, Conservation, Efficiency, Temperature, Particles, Radiation, Conductors, Insulators</p>		

Our Year 7 curriculum goals:

- Learn how to work safely within a science laboratory
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key scientific vocabulary

Classwork and Homework

Students will develop a range of skills during their Science lessons. In class, students will complete mini-quizzes, learn new content and key vocabulary and complete a range of different practicals throughout each topic.

Homework may take the form of a research task, key terminology to learn, short answer questions or poster work.

Assessment

At the end of each topic there is a formative assessment. This is a set of multiple-choice questions, followed by some longer tasks. This will be marked by the class teacher.

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you
- Encourage your child to use other sources of information to help them (such as KS3 BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings

Geography

Studying geography in year 7 is a critical part of a students learning journey if they are to know their physical place in the world and be able to interpret the landscapes, physical features, human features and environments around them. Year 7 teaches our students the importance of the subject, develops the awareness of misconceptions in geography and expands them from an understanding of the local to a wider national and global scale.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content: <u>What is Geography</u></p> <p>In this topic we will introduce them to the different aspects we will enable students to link content taught in school and experiences outside of school to the different facets of the subject. Students will develop an early understanding of sustainability and this will help them understand the relevance and importance of Geography, especially when coupled with knowledge of potential careers or future opportunities.</p> <p>Vocabulary:</p> <p>Physical Geography Human Geography Environmental Geography Sustainability Topography</p>	<p>Content: <u>Development / Factfulness</u></p> <p>This topic aims to broaden the focus of geography to a global scale. Students will learn about global development in the wider world, what development is and why levels of development vary. They will start to understand where the UK, and they themselves, fit into the global development continuum, address misconceptions in geography and make cross topic links back to the first topic when looking at sustainable development and with maps used to locate specific areas of study.</p> <p>Vocabulary:</p> <p>Development gap Development Misconception HDI Development Indicators Birth Rate Death Rate</p>	<p>Content: <u>Weather</u></p> <p>Following the previous topic, this unit of work will develop students understanding of weather, climate and how the two are different. This will include how weather is measured, monitored and how we adapt to it as humans. Student will learn to describe the reasoning for our different types of weather and how it is changing.</p> <p>Vocabulary:</p> <p>Cell Global Atmospheric Circulation Weather Climate Air Pressure Depression Anti-cyclone Weather Front</p>

Content: Map Skills

This topic will develop students use of global scale maps and will ensure students have a solid knowledge of place and space for their local area, region and country. They will develop an understanding of the lines of latitude and longitude and why these are important when referring to place in future topics. Students will be able to use and understand time zones and link these to maps on a variety of scales.

Vocabulary:

Grid Reference
Latitude
Longitude
Global
Regional
Local
Scale
Topography
Symbol
GIS

Content: Ecosystems

Geography is a truly global topic. In this unit students will learn about the different ecosystems around the world including their names, their key characteristics, differences and resultant physical and human features. They will then zoom in to exam a specific ecosystem. This will be a Hot Desert to examine the opportunities, challenges and strategies used by humans and animals to live there.

Vocabulary:

Ecosystem
Global Atmospheric Circulation
Permafrost
Carbon Sink
Animal Adaptations
Biome

Our Year 7 curriculum goals:

- Gain an understanding of what geography is on a variety of scales (Local, National, International, Global)
- Be able to use a variety of geographical skills including geographical description, explanation and map skills
- To widen students understanding of physical and human features around the world
- To develop students critical thinking skills to allow them to talk confidently about geographical issues
- To develop students understanding of the links between physical and human geography and the environment itself

How parents can help to support their child's learning:

- Encourage wider reading and research of the geographical themes studied
- Take students out into the countryside and ask them to question what they see... What is it? Why is it like that?
- Encourage students to complete their homework in geography by reading it through with them prior to them submitting it
- Immerse students in maps ranging from books and physical maps to sat-nav and digital alternatives. Ask them to practice their skills.



History

During year 7, pupils will be taught about life in England pre-1066. This will help them to gain an understanding of the influence many invaders had on Britain and why many countries wanted to invade. Pupils will go on to study life in Medieval and Tudor times It is also important for pupils to understand the role of the church and monarchy within society and how both greatly impacted peoples lives.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content: <u>Historical Skills</u></p> <p>An introduction to historical skills and concepts that pupils will continue to use throughout their time at Snaith. A study of pre-1066 invasions such as the Romans, Vikings and Anglo Saxons.</p> <p>Vocabulary:</p> <p>Chronology Timelines Interpretation</p>	<p>Content: <u>Every day life in the middle ages</u></p> <p>A study of the lives of ordinary people in the Middle Ages post Norman conquest. Focusing on crime, religion and society.</p> <p>Vocabulary:</p> <p>Criminal Punishment Crusade</p>	<p>Content: <u>The Tudors</u></p> <p>A study of the Tudor monarchs and their impact on the course of England's history. Focusing on the reign of Henry VIII, Mary I and Edward VI.</p> <p>Vocabulary:</p> <p>Catholic Protestant Pilgrimage</p>
<p>Content: <u>The Norman Invasion</u></p> <p>An investigation into how the Normans took, and kept, control of England in 1066. A local study is also taught looking at the role of Pontefract Castle.</p> <p>Vocabulary:</p> <p>Conquer Invade Control</p>	<p>Content: <u>Power in the middle ages</u></p> <p>A study of power and authority in the middle ages looking at specific studies such as the role of King John and the Peasants Revolt.</p> <p>Vocabulary:</p> <p>Charter Peasants Revolt</p>	<p>Content: <u>The Tudors</u></p> <p>A study of the Tudor monarchs and their impact on the course of England's history. Particularly focusing on the reign of Elizabeth I and why Elizabethan England was known as the Golden Age. A local study is also taught on Hardwick Hall.</p> <p>Vocabulary:</p> <p>Monasteries Architecture Armada</p>

Our Year 7 curriculum goals:

- Understanding chronology
- Organisation and communication skills
- Interpretation and source work
- Structuring written work
- Understanding change over time

How parents can help to support their child's learning:

- Encourage your child to visit museums and historical sites
- Encourage your child to read widely, including newspapers and websites
- Encourage your child to complete homework

MFL

These topics allow students to talk about themselves and other people close to them, building on their knowledge from KS2

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content:</p> <ul style="list-style-type: none"> • Phonics • Family members • Physical description • Character description • Present tense of the verbs to have and to be 	<p>Content:</p> <ul style="list-style-type: none"> • School subjects • Revision of adjectives • Opinions on school subjects • Telling the time • School uniform • Verbs to give opinions • Use of connectives 	<p>Content:</p> <ul style="list-style-type: none"> • Leisure activities • Present tense of to do and to play • Revision of adjectives and connectives

Our Year 7 curriculum goals:

- To establish key sound-spelling (phonics) to help pronunciation of new language
- To develop the confidence and skills to be able to speak openly to others in French or Spanish
- To develop reading and translation skills, leading to being able to write independently
- To nurture a love for language learning outside the classroom
- To develop an interest in the culture of French-speaking countries

How parents can help to support their child's learning:

- Use their child's sentence builders to test vocabulary in short, regular bursts
- Encourage homework on sentencebuilders.com to be done in short periods over a number of days to aid memory.
- Ask them to teach you what they have learned that week, as a child who can explain to others has understood the work themselves.

APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 7 which will focus on the following topics.

Autumn	Spring	Summer
<p>Content: Identity & Diversity (What does it mean to be a British Citizen?)</p> <p>Students will learn about sense of self, own and others' identity, alongside types of discrimination: racism, sexism homophobia and how to tackle it.</p>	<p>Content: Relationships & Sex Education (What is a healthy relationship?)</p> <p>Pupils will understand how friendships and relationships work. They will understand principals of trust and commitment and how to spot a toxic or abusive relationship.</p>	<p>Content: Healthy Lifestyles (How do I keep my mind and body healthy?)</p> <p>Students will learn about mental health and wellbeing alongside physical health and fitness. They will discuss puberty and hygiene and learn how to manage upsetting situations.</p>
<p>Content: Finance & Careers (What do I need to achieve my goals?)</p> <p>Pupils will learn about their own personal skills. They will also understand the importance of budgeting and consider the social and moral responsibilities of money.</p>	<p>Content: Risk & Safety (How can I stay safe online and in person?)</p> <p>Pupils will understand the difference between private and personal information as well as how to deal with online pressure, bullying and scams. They will consider the challenges of social media and learn how to use it safely.</p>	<p>Content: Advocacy</p> <p>Pupils will have an introduction to advocacy and learn about sustainability. They will research, plan and present their ideas.</p>

Our Year 7 curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) for our pupils so they can make safe considered choices about their personal development and wellbeing.
- To be prepared for secondary school and to be able to manage relationships on a friendship level.
- To understand our strengths and how that might help us choose a career.
- Pupils build resilience and know where to get help.
- Pupils will develop using Human Rights and British Values as the basis for safe discussion.
- Pupils will recognise threats online and know where to go for help.

How parents can help to support their child's learning:

- Encourage watching the news and keeping an eye on current affairs. CBBC Newsround is suitable for this.
- Promote open discussion about challenges your child could be facing.
- Have discussions about your child's ambitions.

Art & Design

At the start of KS3 students receive an introduction to the visual elements (the language of art that will be used throughout KS3,4). The Year 7 Curriculum is designed to give the pupils the opportunity to learn what each of the visual elements are, analyse how artists have used the visual elements in their work and allow pupils to develop their own practice using line, tone, shape, form, colour, pattern and texture. Our Curriculum promotes the ethos of building pupil's confidence and developing creativity skills.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content:</p> <p>Baseline</p> <p>Students complete a baseline test. This allows us to gain an understanding of what pupils already know and allows us and the pupils to identify their own individual starting point at the start of KS3 – taking a holistic view, not just focussing on drawing; but literacy and imaginative skills too.</p> <p>Theming activities around Escher's allows an engaging Introduction to observational and drawing skills. Making simple links to Escher - knowing about the artist and their art form gives the students the opportunity to begin to link practical work to the influence of others.</p> <p>Vocabulary:</p> <p>Line Tone Texture Blending Reflection</p>	<p>Content:</p> <p>Completion of Autumn term project</p> <p>Tone & Portraiture</p> <p>Students return to application and proficiency using Tone, line, 3D form, drawing. Students practice and develop their knowledge of form by drawing and shading 3D shapes. This is then extended and pupils extend their knowledge and understanding by exploring more realistic drawing in the form of self-portraiture. This series of activities allows students to build their confidence in the foundations of drawing and Tone, Line and creating 3D form using tone.</p> <p>Vocabulary:</p> <p>Tone Blending Cross hatch Line Shape Tone Light Form Portrait Proportion Form</p>	<p>Content:</p> <p>Completion of Spring term project</p> <p>Me & My World</p> <p>Students will conclude the year with a Final piece based on 'Me & My World'. Students will bring ideas and skills together, exploring current issues, themselves and their world Students will bring all of their knowledge of the visual elements (line, tone, texture, shape, pattern, form) together in a final piece – presenting a personal response. Students work will be influence by the artist, Louis Jover.</p> <p>Vocabulary:</p> <p>Design Composition Initial ideas Colour development</p>

<p>Content:</p> <p>Colour Students study Paul Klee in terms of Shape and Colour. This allows students to develop their Understanding of three different forms of Art/artists/culture - (Abstraction/Paul Klee/Colour Theory). Students continue drawing but drawing in relation to concepts- abstraction, emotion, and exploring abstract ideas. Students also expand their proficiency of the visual elements by exploring Colour, Line and Shape more. In this project Students are beginning to interpret Art movements and making links to their own ideas/work. Painting and colour theory allows students to begin to broaden their media vocab/language. Expanding this knowledge and applying it via Photoshop is a more challenging skill of the project, but ties together a variety of skills – colour theory, Paul Klee, shape, painting.</p> <p>Vocabulary:</p> <p>Line Shape Abstract Portrait Composition Colour Wheel Primary Secondary Tertiary Harmonious Select tool Gradient tool Paint bucket tool</p>	<p>Content:</p> <p>Mexican Art Students extend their awareness via Art in another culture. Students learn about the role and significance Celebration skulls in Mexican Culture. This theme allows students to develop knowledge of the visual element; Pattern, whilst applying areas they have already got a foundation in; drawing, shape and colour. There is a larger emphasis on design/ideas, looking at scale, symmetry, symbols, meaning of what student's design. This Design process is thorough and encourages personal skills like persistence and stamina – creating more detailed work. The project can be extended into poly print, a method where pupils select and simplify their ideas.</p> <p>Vocabulary:</p> <p>Pattern Symmetry Design Scale Cultural links symbolism</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Our Year 7 curriculum goals:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the skills and techniques they have explored and the artists they have learnt about.
- Create opportunities of making crafts, art or photography at home. Encourage your child to have a sketchbook to explore and extend the skills they have learnt in school or begin exploring their own ideas and environment through drawing, colour, media, photography.
- Visit local or national Art and Photography exhibitions, seeing a variety of art outcomes to broaden their understanding of what art is and what it can be.

Computing

During computing lessons, we aim to provide pupils with the tools required to use computer systems within school and beyond with confidence. A wide range of up to date industry recognised software is taught in an ever-changing subject area which is constantly evolving to meet pupil and industry needs.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content: <u>Computer essentials</u></p> <p>This is an introduction to the school system. Enabling pupils to logon to the school system using individual usernames and password and explaining how to access and use the school system. Email is also visited enabling pupils to access and sent emails using their school account. This unit we also introduce pupils to Microsoft Teams providing them with hands on experience of locating groups, using quizzes and uploading work to assignments.</p> <p>Vocabulary: Username Password File structure Student resources Microsoft Team</p>	<p>Content: <u>Visual programming</u></p> <p>Pupils will learn how to create games and the different elements required to make it a success. They will develop their programming skills in a visual way to be able to make characters move and interact with each other. Pupils will have the opportunity to make a variety of games like pong, space invaders and shark attack. Their skills will then be put to the test by creating a 2 player car racing game they can play against their friends.</p> <p>Vocabulary: Sprite Script Order Sequence Data Variable</p>	<p>Content: <u>Algorithms</u></p> <p>Pupils will be introduced to the concept of flowcharts and the need for sequencing. Flowcharts are used in a practical way with the help of mimics which are moving images embedded in a programme. Pupils will create a number of different flowcharts developing in difficulty and test the programming skills to see if the mimic works as intended</p> <p>Vocabulary: Flowchart Annotation Output Process Decision Subroutine</p>
<p>Content: <u>Online Safety</u></p> <p>With more and more pupils using online digital devices it is important they understand the risks and how to prevent them. This unit does just that with pupils being given the opportunity to share their experiences and develop their understanding of how they could be affected now and in the future.</p>	<p>Content: <u>Computer Science</u></p> <p>What the different elements of a computer system are and how these components talk to each other are all covered in this unit. Pupils are also introduced to the concept of Binary and perform conversion and addition activities.</p>	<p>Content: <u>Creative</u></p> <p>Computing is not just about the theory side of the subject but also the creative side. Pupils will use graphical software like Photoshop to create professional looking graphical documents like a magazine front cover to specific client requirements. Pupils will be taught how to use some of the tools the software has to offer and to combine them together to make their end product.</p>

Vocabulary: Cyber crime Malware Phishing Hacking Social Media e-Safety	Vocabulary: Input Output Process Applications Binary Computer	Vocabulary: Vector Bitmap Layering Scaling Filters Client Brief
-------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

Our Year 7 curriculum goals:

- Be confident when using the computer system and a wide range of software applications
- Be able to save documents using appropriate file names in a logical area
- Become digitally literate
- Develop programming skills
- Understand why and how to use technology safely, respectfully, responsibly and securely

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons
- Ask your child to share the work they have been doing in lesson with you through Microsoft Teams
- Ensure that all homework is completed on time
- Encourage your child to revise for assessments

Drama

Pupils will be introduced basic drama skills, where the lesson promotes the ethos of building pupil's confidence and developing creativity and teamwork skills. Pupils can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content: Discovering Drama through Explorative Strategies</p> <p>Lessons focused on the foundations of Drama skills and knowledge</p> <p>Vocabulary:</p> <p>Explorative Strategies: <i>Freeze Frame, Slow-Motion and Thought Tracking.</i></p> <p>Vocal Skills: <i>pitch, pace/tempo, pause, accent and volume.</i></p> <p>Physical Skills: <i>gesture, stillness, facial expression, posture, and movement.</i></p>	<p>Content: Building Characters & Exploring Text (6 lessons using Wonder as a Text)</p> <p>This scheme focuses on building characters and exploring text in lessons</p> <p>Vocabulary:</p> <p>Explorative Strategies: <i>Freeze Frame, Slow-Motion, Thought Tracking, Narration, Roleplay, Flashback and Hot-seating.</i></p> <p>Drama elements: <i>focus, mood, tension, timing, contrast, and language.</i></p> <p>Terms: <i>script/text, writing in role, back story, role reversal, climax, monologue, duologue, and use.</i></p> <p>Vocal Skills: <i>pitch, pace/tempo, pause, accent, volume, projection, inflection, and phrasing.</i></p> <p>Physical Skills: <i>gesture, stillness, facial expression, posture, movement, and interaction with other performers.</i></p>	<p>Content: Exploring Practitioners & Introducing a Key Practitioner (<i>K neehigh</i>)</p> <p>Vocabulary:</p> <p>Formal elements (F.E):</p> <p>Explorative Strategies: <i>Freeze Frame, Slow-Motion, Thought Tracking and Narration.</i></p> <p>Drama elements: <i>rhythm, mood, space, sound, symbol and climax.</i></p> <p>Terms: <i>practitioner, proxemics, stereotypes, moral, props, staging styles and use.</i></p>
<p>Content: Explorative Strategies/ Mechanical Minds</p> <p>Using the topic of Technology and the impact on us through the mediums of art, physical theatre, sound scaping and developing devising skills using a Stimulus.</p> <p>Vocabulary:</p> <p>Explorative Strategies: <i>Freeze Frame, Slow-Motion, Thought Tracking and Narration.</i></p> <p>Terms: <i>chorus work, narration, narrator, rehearsal technique, soundscape and use.</i></p>		

Our Year 7 curriculum goals:

- Participate in practical exercises and assignments responsibly, confidently, and effectively
- Explore and experiment with Drama activities using a range of techniques, voices, and movements
- Experiment with different roles, styles, genres, and techniques. Plan, Rehearse, Perform, and Improve them in the class as a group
- Explain their own and others' work, identifying their own successes and giving constructive feedback to peers on how they can improve work.
- Consider how Drama was created, performed, and seen

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the characters they played and the situations their characters experienced
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage your child to see live drama (school productions and showcases, local theatre productions)
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals)

Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-class and choral singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Voice and Body</p> <p>Content: Understanding rhythmic notation, introduction to music technology and developing vocal confidence</p> <p>Dynamics</p> <p>Rhythm Pulse, Notation, Semibreve, Minim, Crotchet, Quaver, Tempo, BPM</p> <p>Structure</p> <p>Melody Pitch</p> <p>Instrumentation Drum Kit, Voice</p> <p>Texture A Cappella</p> <p>Timbre Beatboxing, Sound FX, Rapping, Singing, Body Percussion</p> <p>Harmony</p>	<p>The Orchestra</p> <p>Content: Understanding the history and instruments of the orchestra, introduction to keyboard skills and using music technology combined with keyboard skills to replicate the sound of an orchestra</p> <p>History of the Orchestra: Baroque Period Classical Period Romantic Period The Modern Orchestra</p> <p>Dynamics Forte(f), Piano (p)</p> <p>Rhythm Pulse, Notation, Semibreve, Minim, Crotchet, Quaver, Tempo, BPM</p> <p>Structure</p> <p>Melody Pitch, Treble Clef notes</p> <p>Instrumentation Strings Woodwind Brass Percussion</p> <p>Texture</p> <p>Timbre Tremolo Pizzicato</p> <p>Harmony</p>	<p>The Song</p> <p>Content: Understanding the musical elements of a song focusing on the structure and chord progressions. Introduction to the ukulele, playing chords on the keyboard and development of vocal skills.</p> <p>Dynamics</p> <p>Rhythm Pulse, Notation, Semibreve, Minim, Crotchet, Quaver, Tempo, BPM</p> <p>Structure Intro, Verse, Chorus, Bridge, Solo Instrumental, Outro</p> <p>Melody Pitch, TAB</p> <p>Instrumentation Ukulele, Acoustic/Electric/Bass Guitar, Piano, Synthesiser, Drum Kit</p> <p>Texture Melody and Accompaniment</p> <p>Timbre</p> <p>Harmony Chord, Major and Minor Chords, Chord Progression, Chord Diagram</p> <p>Cover Version</p>

Our Year 7 curriculum goals:

- For students to establish performing skills on voices, keyboard and ukulele
- Students to establish skills and an understanding of using accessible music technology and use it as a tool for performing and composing music
- Students to gain understanding of music notation including simple rhythmic notation and the notes from the treble clef
- Students to gain an understanding of a variety of musical elements linked to DR SMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, Timbre, Harmony) through performance, composition and listening

How parents can help to support their child's learning:

- Encourage your son/daughter to talk about their classroom music lessons
- Listen to performance/composition work your son/daughter has created from class/home learning
- Support your son/daughter with completing music homework to the best of their ability
- Encourage your son/daughter to get involved in extra-curricular activities such as the pop choir
- If your son/daughter is receiving extra instrumental or vocal lessons encourage them to practice regularly

Physical Education

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

Knowledge taught in Year 7: Boys

Autumn	Spring	Summer
Content: Football, Table Tennis, Rugby & fitness	Content: Badminton, Dance, Football & Handball	Content: Athletics, cricket, rounders, tennis
Skills <ul style="list-style-type: none"> • Basic motor skills • Techniques from a variety of sporting activities • Rules and tactics • Communication • Teamwork • Knowledge of different types of competition • Knowledge of how to improve fitness levels • Development of specific vocabulary for each activity including keywords 		

Knowledge taught in Year 7: Girls

Autumn	Spring	Summer
Content: Netball, Football, Badminton & fitness	Content: Table Tennis, Dance, Football & Handball	Content: Athletics, cricket, tennis & rounders
Skills <ul style="list-style-type: none"> • Basic motor skills • Techniques from a variety of sporting activities • Rules and tactics • Communication • Teamwork • Knowledge of different types of competition • Knowledge of how to improve fitness levels • Development of specific vocabulary for each activity including keywords 		

Our Year 7 curriculum goals:

- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements
- Develop an understanding of rules as they relate to different activities

- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills
- Appreciate the significance of co-operation with others in both team and individual activities
- Develop acceptable social and sporting attitudes

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

RE, Philosophy and Ethics

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. By looking at philosophical and ethical issues, our students can really start to ask meaningful questions of themselves and others.

In Year 7 RE pupils will learn that there is a wider world than the area which they live in, and we aim to prepare students to be young adults who can interact with others from the same and different backgrounds, showing tolerance, kindness and empathy in all situations.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content: Introduction and Judaism</p> <p>What do Jews believe about God?</p> <p>Covenants Abraham Moses</p> <p>The 10 Commandments</p> <p>Shabbat Kosher Food Festivals Bar/Bat Mitzvah Synagogue Kiddushin</p> <p>Vocabulary:</p> <p>Social Science, Philosophy, Theology, Creationism, Teleological argument, Cosmological argument, Orthodox Jew, Reform Jew, Omnipotent, Omniscient, covenant, Patriarch, Rabbi, Synagogue, Shabbat, Torah, Kosher, Kiddushin, festival</p>	<p>Content: Christianity What do Christians believe about God?</p> <p>The life of Jesus Parables Miracles The Church Christian Symbols</p> <p>Vocabulary:</p> <p>Omnipotent, omnipresent, omnibenevolent, omniscient, incarnate, resurrection, miracle</p>	<p>Content: Christianity continued, Islam</p> <p>What do Muslims believe about God?</p> <p>The life of Muhammad The Qur'an The Five Pillars Eid and Ramadan</p> <p>Vocabulary:</p> <p>Prophet, Qur'an, Five Pillars, Shahadah, Salat, Zakat, Sawm, Hajj, Ramadan, Eid</p>

Our Year 7 curriculum aims to ensure that students can do the following

- Describe key religious beliefs
- Explain the significance of religious beliefs
- Develop an understanding of religious practices
- Justify opinions about religious and moral issues
- Develop organisation, communication and independent learning skills
- Develop empathy and respect
- Develop literacy skills

How parents can help to support their child's learning:

- Encourage your child to read for pleasure, strengthening literacy skills
- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting



Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content: Metals</p> <p>Making Metals- processes used to make products from metal.</p> <p>Technical Knowledge Types of Metals.</p> <p>Working Safely Working safely - general safety - PPE -safe use of tools and equipment</p> <p>Vocabulary: Forming, stock forms, properties, Aluminium</p>	<p>Content: Textiles</p> <p>Making Working safely. Textiles- processes used to make textile products -equipment - sewing machines.</p> <p>Technical Knowledge Textiles -types of material and their uses.</p> <p>Working Safely Working safely - general safety - PPE -safe use of tools and equipment</p> <p>Vocabulary: Properties, fabric construction, seam, pattern, stock forms</p>	<p>Content: Diet and health – A balanced diet</p> <p>Health and Safety Bacteria</p> <p>Diet and Health Why we eat food The Eatwell Guide Where food comes from</p> <p>Food Preparation Skills Preparation for practical lessons (Hygiene routines) Weighing and Measuring (Inc. liquids) Use of hob/grill/oven Knife skills Sauce making Sieving, melting, mixing, rubbing in and shaping Binding dry ingredients Adapting flavours</p> <p>Vocabulary: Melting, browning, bridge & claw, peeling, cutting, slicing, reduction, adaptation, binding, bacteria, hygiene</p>
<p>Content: Polymers</p> <p>Making Polymers- processes used to make products from polymers - forming.</p> <p>Technical Knowledge Materials properties Polymers -types of polymers - stock forms</p> <p>Working Safely Working safely - general safety - PPE -safe use of tools and equipment</p>	<p>Content: Design and communication</p> <p>Design Communicating design ideas- freehand sketching. Developing prototypes- testing processes, hand tools and machine equipment.</p> <p>Evaluate Testing and evaluating ideas and products.</p> <p>Working Safely</p>	<p>Content: Food ingredients</p> <p>Food Ingredients Enzymic Browning Chemical Raising Agents *Sensory Evaluation</p> <p>Food Preparation Skills Preparation for practical lessons (Hygiene routines) Weighing and Measuring (Inc. liquids) Use of grill/hob/oven (browning) Knife skills (bridge and claw, safe use of chopping boards) (preparing fruit and</p>

<p>Vocabulary: Properties, stock forms, uses, safety.</p>	<p>Working safely - general safety - PPE -safe use of tools and equipment</p> <p>Vocabulary: Isometric, perspective, render, shading, three – dimensional.</p>	<p>vegetables - Peeling cutting and slicing) Sieving, melting, mixing, rubbing in and shaping. Adapting flavours</p> <p>Vocabulary: Enzymic, spoilage, taste, browning, melting, cutting/slicing, binding, adaptation, evaluation, sensory.</p>
------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Our Year 7 curriculum goals:

- How to identify suitable primary users and stakeholders for a product
- Testing of materials and processes to influence the design of a solution
- Safe use of tools and equipment in the workshop and classrooms
- Use of a wide variety of materials and techniques
- Safe working practices in the kitchen
- Understanding of different food preparation processes and the equipment required
- Understanding of food safety in both storage and preparation

How parents can help to support their child's learning:

- Encourage your child to identify products around them when out and about
- Encourage your child to look at materials of products they regularly use to enhance their day-to-day living.
- Encourage your child to help in the kitchen when preparing meals.