



# The Snaith School



## Year 7 Curriculum Guide 2025 - 26

# 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 pupils 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 pupils 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 pupils with the knowledge, skills and experiences that they need to be successful people and have better lives.

Pupils will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on Key Stage 2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Pupils 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 pupils' personal development alongside teaching them the importance of British values. 'APEX' is designed to develop our pupils into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

## Staff Contacts:

English: Mrs L. Gordon

Maths: Mrs S. Kilner

Science: Miss C. Maguiness

History: Miss S. Wilson

Geography: Mr T. Harrison

Modern Foreign Languages (MFL): Ms E. Reynolds

Design & Technology: Miss E. Scott

Art: Mrs L. Nichols

Computing: Miss M. Till

Drama: Miss S. Baines

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 Key Stage 2. 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 one per week

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p><b>Content:</b> Essential number</p> <p><b>Vocabulary:</b> Integer, product, Numerator, Denominator, Power, Prime, Reciprocal, Approximation, Factor, Multiple, Estimation, Vinculum</p>	<p><b>Content:</b> Essential Algebra</p> <p><b>Vocabulary:</b> Simplify, Factorise, Expand, Rearrange, Solve, Substitute, Inequalities, terms, formulae, coefficient, factors</p>	<p>Content: 2D Shapes</p> <p><b>Vocabulary:</b> Perimeter, Area, Polygon, composite shapes, Reflection, Rotation, Translation, Enlargement, Quadrilateral, Transformations</p>
<p><b>Content:</b> 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><b>Content:</b> Ratio and Proportion</p> <p>Vocabulary:</p> <p>Ratio, Simplest form, scale, Percentage, Simple interest, Express</p>	<p><b>Content:</b> Handling Data</p> <p>Vocabulary:</p> <p>Mean, Mode, Median, Range, discrete, continuous, grouped, ungrouped, bi-variate data</p>

**Our Year 7 curriculum aims to ensure that pupils 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/carers 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
- [MathsWatch](#) 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><b>Heroes and Villains of Ancient Greece</b></p> <p>Pupils will explore the development of storytelling through Greek mythology.</p> <p><b>Vocabulary:</b></p> <p>hubris, didactic, aetiological, mythology, archetypal, moral</p>	<p><b>Introduction to Shakespeare</b></p> <p>Pupils will research the Elizabethan era to gain an understanding of The Globe Theatre and life in the 16<sup>th</sup> Century. They will then study a range of poetry and extracts from some of his greatest works.</p> <p><b>Vocabulary:</b></p> <p>sonnet, soliloquy, patriarchy, Elizabethan, Jacobean, stage craft, context, tragedy</p>	<p><b>Novel Study: The Giver</b></p> <p>Pupils will explore how writers present power within society to instil fear through this classic dystopian novel.</p> <p><b>Vocabulary:</b></p> <p>dystopia, nurturer, characterisation, oppression, foreshadow, restriction, society, utopia, protagonist, antagonist</p>
<p><b>The Art of Rhetoric</b></p> <p>Pupils will explore the power of persuasion and the theory behind it.</p> <p><b>Vocabulary:</b></p> <p>logos, ethos, pathos, anaphora, maxim, epistrophe, rhetoric, emotive, analogy, tricolon, hyperbole, anecdote</p>	<p><b>Romantic Poetry</b></p> <p>Pupils will study the relationship between nature and human emotions through a selection of Romantic and modern poetry</p> <p><b>Vocabulary:</b></p> <p>Ambiguity, elegy, pastoral, rural, industrialisation, revolution</p>	<p><b>Gothic and the Literature of Fear</b></p> <p>Pupils will understand how writers explore the fears of humanity through a selection of Gothic texts.</p> <p><b>Vocabulary:</b></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 pupils 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/carers 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 pupils 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><b>Content:</b></p> <p>Lab Safety</p> <p><b>Vocabulary:</b></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><b>Content:</b></p> <p>Introducing Electricity</p> <p><b>Vocabulary:</b></p> <p>Series circuits, Components, Current, Amperes, Ammeter, Charge, Cell, Battery, Voltage, Potential difference, Volts, Voltmeter, Resistance, Ohms, Conductor, Insulator</p>	<p><b>Content:</b></p> <p>Forces &amp; Motion</p> <p><b>Vocabulary:</b></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><b>Content:</b> Solids, Liquids &amp; Gases</p> <p><b>Vocabulary:</b></p> <p>Substances, State, Solid, Liquid, Gas, Properties, Particle, Melting, Evaporation, Internal energy, Condensation, Freezing, Observation, Diffusion, Pressure, Rate</p>	<p><b>Content:</b> Elements, Compounds, Mixtures and Reactions</p> <p><b>Vocabulary:</b></p> <p>Element, Compound, Atom, Molecules, Equations, Symbols, Conservation of mass, Chemical, Elemental reactions, Thermal decomposition</p>	<p><b>Content:</b> Separating Mixtures</p> <p><b>Vocabulary:</b></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><b>Content:</b></p> <p>Cells</p> <p><b>Vocabulary:</b></p> <p>Cell, Organelle, Nucleus, Cytoplasm, Cell membrane, Cell wall, Vacuole, Chloroplast, Microscope</p>	<p><b>Content:</b></p> <p>Fertilisation</p> <p><b>Vocabulary:</b></p> <p>Puberty, Vagina, Uterus, Ovaries, Fallopian tube, Egg, Sperm, Penis, Testes, Urethra, Scrotum, Foetus, Embryo, Stigma, Stamen, Anther, Pollen, Pollination</p>	<p><b>Content:</b></p> <p>Relationships in Ecosystems</p> <p><b>Vocabulary:</b></p> <p>Producer, Consumer, Predator, Prey, Population, Community, Habitat, Competition, Adaptation, Quadrat, Transect, Biodiversity</p>

<b>Content:</b>  Systems  <b>Vocabulary:</b>  Cell, Tissue, Organ, Organ system, Diffusion, Heart, Blood, Blood vessels, Lungs, Alveoli, Stomach, Intestine, Oesophagus		
<b>Content:</b>  Introducing Energy  <b>Vocabulary:</b>  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		

#### **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**

Pupils will develop a range of skills during their Science lessons. In class, pupils 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. There will also be cumulative assessments in November and May. These will be marked by the class teacher.

#### **How parents/carers 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 pupils 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 pupils 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><b>Content:</b> <u>What is Geography</u></p> <p>In this topic we will introduce them to the different aspects we will enable pupils to link content taught in school and experiences outside of school to the different facets of the subject. Pupils 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><b>Vocabulary:</b></p> <p>Physical Geography Human Geography Environmental Geography Sustainability Topography</p>	<p><b>Content:</b> <u>Development / Factfulness</u></p> <p>This topic aims to broaden the focus of geography to a global scale. Pupils 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><b>Vocabulary:</b></p> <p>Development gap Development Misconception HDI Development Indicators Birth Rate Death Rate</p>	<p><b>Content:</b> <u>Weather</u></p> <p>Following the previous topic, this unit of work will develop pupils 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><b>Vocabulary:</b></p> <p>Cell Global Atmospheric Circulation Weather Climate Air Pressure Depression Anti-cyclone Weather Front</p>

<p>Content: <u>Map Skills</u></p> <p>This topic will develop pupils use of global scale maps and will ensure pupils have a solid knowledge of place and space for their local area, region and country.</p> <p>They will develop an understanding of the lines of latitude and longitude and why these are important when referring to place in future topics. Pupils will be able to use and understand time zones and link these to maps on a variety of scales.</p> <p><b>Vocabulary:</b></p> <p>Grid Reference Latitude Longitude Global Regional Local Scale Topography Symbol GIS</p>	<p>Content: <u>Ecosystems</u></p> <p>Geography is a truly global topic. In this unit pupils 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.</p> <p><b>Vocabulary:</b></p> <p>Ecosystem Global Atmospheric Circulation Permafrost Carbon Sink Animal Adaptations Biome</p>	
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#### 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 pupils understanding of physical and human features around the world
- To develop pupils critical thinking skills to allow them to talk confidently about geographical issues
- To develop pupils understanding of the links between physical and human geography and the environment itself.

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

- Encourage wider reading and research of the geographical themes studied
- Take pupils out into the countryside and ask them to question what they see... What is it? Why is it like that?
- Encourage pupils to complete their homework in geography by reading it through with them prior to them submitting it
- Immerse pupils 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 people's lives.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p><b>Content:</b> <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><b>Vocabulary:</b></p> <p>Chronology Timelines Interpretation</p>	<p><b>Content:</b> <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><b>Vocabulary:</b></p> <p>Criminal Punishment Crusade</p>	<p><b>Content:</b> <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><b>Vocabulary:</b></p> <p>Catholic Protestant Pilgrimage</p>
<p><b>Content:</b> <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><b>Vocabulary:</b></p> <p>Conquer Invade Control</p>	<p><b>Content:</b> <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><b>Vocabulary:</b></p> <p>Charter Peasants Revolt</p>	<p><b>Content:</b> <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><b>Vocabulary:</b></p> <p>Monasteries Architecture Armada</p>

## Our Year 7 curriculum goals:

- To understand chronology and to be able to put dates in their correct time order, helping to understand where events took place within History
- To study both sources and interpretations and to analyse and question their usefulness based on who has produced them
- To develop written work by practicing how to write like an Historian and to be able to justify their own opinions by concluding their arguments

- To build on previous knowledge and to understand how history is linked through themes such as social or political, enabling pupils to understand change over time.

**How parents/carers 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 (Modern Foreign Languages)

These topics allow pupils to talk about themselves and other people close to them, building on their knowledge from Key Stage 2.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<p>Content:</p> <ul style="list-style-type: none"> <li>Phonics-how to pronounce the different phonemes</li> <li>How to say what family members you have</li> <li>How to say what you look like</li> <li>How to describe your personality and that of others</li> <li>Present tense of the verbs to have and to be</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>How to say which subjects you do at school</li> <li>Revision of adjectives, including adjective endings</li> <li>How to say whether you like or dislike school subjects using opinion verbs and adjectives</li> <li>Telling the time</li> <li>Saying what you wear for your school uniform and your opinion of it</li> <li>Using present tense verbs to give opinions</li> <li>Use of connectives</li> </ul>	<p>Content:</p> <ul style="list-style-type: none"> <li>Talking about the leisure activities that you do</li> <li>Using the present tense of to do and to play</li> <li>Revision of adjectives and their correct endings and connectives</li> </ul>

### 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/carers 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.
- Encourage making and use of flashcards to aid vocabulary learning
- Take an interest in language learning on apps such as Duolingo so that learning can be done in tandem.

## APEX (Achieving Personal Excellence)

The APEX curriculum aims to develop pupils' personal development, alongside teaching the importance of British values. APEX is designed to develop our pupils into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Pupils 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><b>Content:</b> Identity &amp; Diversity (What does it mean to be a British Citizen?)</p> <p>Pupils will learn about sense of self, own and others' identity, alongside types of discrimination: racism, sexism homophobia and how to tackle it.</p>	<p><b>Content:</b> Relationships &amp; 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><b>Content:</b> Healthy Lifestyles (How do I keep my mind and body healthy?)</p> <p>Pupils 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><b>Content:</b> Finance &amp; 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><b>Content:</b> Risk &amp; 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><b>Content:</b> Politics Unit</p> <p>Pupils will have an introduction to politics.</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/carers 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 Key Stage 3 pupils receive an introduction to the visual elements (the language of art that will be used throughout Key Stage 3 and 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><b>Content:</b></p> <p>Baseline</p> <p>Pupils 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. 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 pupils the opportunity to begin to link practical work to the influence of others.</p> <p><b>Vocabulary:</b></p> <p>Line Tone Texture Blending Reflection</p>	<p><b>Content:</b></p> <p>Completion of Autumn term project</p> <p>Tone &amp; Form</p> <p>Pupils return to application and proficiency using Tone, line, 3D form, drawing. Pupils 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 natural form and insects. This series of activities allows pupils to build their confidence in the foundations of drawing and Tone, Line and creating 3D form using tone.</p> <p><b>Vocabulary:</b></p> <p>Tone Blending Cross hatch Line Shape Tone Light Form Proportion Form</p>	<p><b>Content:</b></p> <p>Completion of Spring term project</p> <p>Pupils will conclude the year with a final piece based on Natural Form, presenting a personal response. This allows pupils to develop knowledge of the visual element; Pattern, whilst applying areas they have already got a foundation in; drawing, shape and colour. Pupils work will be influenced by a variety of artists. There becomes a larger emphasis on design/ideas. This Design process encourages personal skills like persistence and stamina – creating more detailed work. Pupils will develop their ideas using Photoshop, creating repeat and rotational patterns.</p> <p><b>Vocabulary:</b></p> <p>Design Composition Initial ideas Colour development Symmetry Rotation Pattern</p>

<p><b>Content:</b></p> <p>Colour</p> <p>Pupils study Paul Klee in terms of Shape and Colour. This allows pupils to develop their Understanding of three different forms of Art/artists/culture - (Abstraction/Paul Klee/Colour Theory). Pupils continue drawing but drawing in relation to concepts- abstraction, emotion, and exploring abstract ideas. Pupils also expand their proficiency of the visual elements by exploring Colour, Line and Shape more. In this project Pupils are beginning to interpret Art movements and making links to their own ideas/work. Painting and colour theory allows pupils 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><b>Vocabulary:</b></p> <p>Line Shape Abstract Portrait Composition Colour Wheel Primary Secondary Tertiary Harmonious Select tool Gradient tool Paint bucket tool</p>	<p><b>Content:</b></p> <p>Natural form &amp; Media exploration. Pupils extend their awareness of how other artists have explored natural form and develop their use of different media.</p> <p>Pupils will develop their insect skills in colour and oil pastel, developing their knowledge of colour theory and media application</p> <p><b>Vocabulary:</b></p> <p>Tone Form colour Harmony blending</p>	
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**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/carers 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 confident. 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><b>Content:</b> <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><b>Vocabulary:</b> Username Password File structure Student resources Microsoft Team</p>	<p><b>Content:</b> <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><b>Vocabulary:</b> Sprite Script Order Sequence Data Variable</p>	<p><b>Content:</b> <u>Text based programming</u></p> <p>Pupils will develop their programming skills from visual to textual based using Python. They will write written code to draw mathematical shapes based on the commands inputted.</p> <p><b>Vocabulary:</b> Import Turtle Loop Iteration Sequence Variable</p>
<p><b>Content:</b> <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><b>Vocabulary:</b> Cyber crime</p>	<p><b>Content:</b> <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><b>Vocabulary:</b> Input</p>	<p><b>Content:</b> <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> <p><b>Vocabulary:</b> Vector</p>

Misinformation Disinformation Malinformation Digital footprint Social Media	Output Process Applications Binary Computer	Bitmap Layering Scaling Filters Client Brief
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**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/carers 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><b>Content:</b> Discovering Drama through Explorative Strategies</p> <p>Lessons focused on the foundations of Drama skills and knowledge</p> <p><b>Vocabulary:</b></p> <p><b>Explorative Strategies:</b> <i>Freeze Frame, Slow-Motion and Thought Tracking.</i></p> <p><b>Vocal Skills:</b> <i>pitch, pace/tempo, pause, accent and volume.</i></p> <p><b>Physical</b></p> <p><b>Skills:</b> <i>gesture, stillness, facial expression, posture, and movement.</i></p>	<p><b>Content:</b> Building Characters &amp; Exploring Text (Tuesday)</p> <p>This scheme focuses on building characters and exploring text in lessons</p> <p><b>Vocabulary:</b></p> <p><b>Explorative Strategies:</b> <i>Freeze Frame, Slow-Motion, Thought Tracking, Narration, Roleplay, Flashback and Hot-seating.</i></p> <p><b>Drama elements:</b> <i>focus, mood, tension, timing, contrast, and language.</i></p> <p><b>Terms:</b> <i>script/text, writing in role, back story, role reversal, climax, monologue, duologue, and use.</i></p> <p><b>Vocal Skills:</b> <i>pitch, pace/tempo, pause, accent, volume, projection, inflection, and phrasing.</i></p> <p><b>Physical Skills:</b> <i>gesture, stillness, facial expression, posture, movement, and interaction with other performers.</i></p>	<p><b>Content:</b> Exploring Practitioners &amp; Introducing a Key Practitioner (<i>Knee high</i>)</p> <p><b>Vocabulary:</b></p> <p><b>Formal elements (F.E): Explorative Strategies:</b> <i>Freeze Frame, Slow-Motion, Thought Tracking and Narration.</i></p> <p><b>Drama elements:</b> <i>rhythm, mood, space, sound, symbol and climax.</i></p> <p><b>Terms:</b> <i>practitioner, proxemics, stereotypes, moral, props, staging styles and use.</i></p>
<p><b>Content:</b> 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><b>Vocabulary:</b></p> <p><b>Explorative Strategies:</b> <i>Freeze Frame, Slow-Motion, Thought Tracking and Narration.</i></p> <p><b>Terms:</b> <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/carers 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 pupil while strengthening the shared bonds of support and trust which make a great school.

Knowledge taught in Year 7:

Autumn	Spring	Summer
<b>Voice and Body</b>  <b>Content:</b> Understanding rhythmic notation, introduction to music technology and developing vocal confidence  <b>Dynamics</b>  <b>Rhythm</b> Pulse, Notation, Semibreve, Minim, Crotchet, Quaver, Tempo, BPM  <b>Structure</b>  <b>Melody</b> Pitch  <b>Instrumentation</b> Drum Kit, Voice  <b>Texture</b> A Cappella  <b>Timbre</b> Beatboxing, Sound FX, Rapping, Singing, Body Percussion  <b>Harmony</b>	<b>The Orchestra</b>  <b>Content:</b> 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  <b>History of the Orchestra:</b> Baroque Period Classical Period Romantic Period The Modern Orchestra  <b>Dynamics</b> Forte(f), Piano (p)  <b>Rhythm</b> Pulse, Notation, Semibreve, Minim, Crotchet, Quaver, Tempo, BPM  <b>Structure</b>  <b>Melody</b> Pitch, Treble Clef notes  <b>Instrumentation</b> Strings Woodwind Brass Percussion  <b>Texture</b>  <b>Timbre</b> Tremolo Pizzicato	<b>The Song</b>  <b>Content:</b> 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.  <b>Dynamics</b>  <b>Rhythm</b> Pulse, Notation, Semibreve, Minim, Crotchet, Quaver, Tempo, BPM  <b>Structure</b> Intro, Verse, Chorus, Bridge, Solo Instrumental, Outro  <b>Melody</b> Pitch, TAB  <b>Instrumentation</b> Ukulele, Acoustic/Electric/Bass Guitar, Piano, Synthesiser, Drum Kit  <b>Texture</b> Melody and Accompaniment  <b>Timbre</b>  <b>Harmony</b> Chord, Major and Minor Chords, Chord Progression, Chord Diagram  <b>Cover Version</b>

	Harmony	
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**Our Year 7 curriculum goals:**

- For pupils to establish performing skills on voices, keyboard and ukulele
- Pupils to establish skills and an understanding of using accessible music technology and use it as a tool for performing and composing music
- Pupils to gain understanding of music notation including simple rhythmic notation and the notes from the treble clef
- Pupils 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/carers 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
<b>Content:</b> Rugby, Basketball, Football & fitness	<b>Content:</b> Badminton, Dance, Table Tennis & Handball	<b>Content:</b> Athletics, cricket & rounders
<b>Skills</b> <ul style="list-style-type: none"> <li>• Basic motor skills</li> <li>• Techniques from a variety of sporting activities</li> <li>• Rules and tactics</li> <li>• Communication</li> <li>• Teamwork</li> <li>• Knowledge of different types of competition</li> <li>• Knowledge of how to improve fitness levels</li> <li>• Development of specific vocabulary for each activity including keywords</li> </ul>		

## Knowledge taught in Year 7: Girls

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

## 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/carers 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 pupils 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 pupils 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><b>Content:</b> 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><b>Vocabulary:</b></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><b>Content:</b> Christianity</p> <p>What do Christians believe about God?</p> <p>The life of Jesus Parables Miracles The Church Christian Symbols</p> <p><b>Vocabulary:</b></p> <p>Omnipotent, omnipresent, omnibenevolent, omniscient, incarnate, resurrection, miracle</p>	<p><b>Content:</b> 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><b>Vocabulary:</b></p> <p>Prophet, Qur'an, Five Pillars, Shahadah, Salat, Zakat, Sawm, Hajj, Ramadan, Eid</p>

**Our Year 7 curriculum aims to ensure that pupils 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/carers 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.

## Design & 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><b>Content:</b> Metals</p> <p><b>Making</b> Metals- processes used to make products from metal.</p> <p><b>Technical Knowledge</b> Types of Metals.</p> <p><b>Working Safely</b> Working safely - general safety -PPE - safe use of tools and equipment</p> <p><b>Vocabulary:</b> Forming, stock forms, properties, Aluminium</p>	<p><b>Content:</b> Textiles</p> <p><b>Making</b> Working safely. Textiles- processes used to make textile products -equipment - sewing machines.</p> <p><b>Technical Knowledge</b> Textiles -types of material and their uses.</p> <p><b>Working Safely</b> Working safely - general safety -PPE - safe use of tools and equipment</p> <p><b>Vocabulary:</b> Properties, fabric construction, seam, pattern, stock forms</p>	<p><b>Content:</b> Diet and health – A balanced diet</p> <p><b>Health and Safety</b> Bacteria</p> <p><b>Diet and Health</b> Why we eat food The Eatwell Guide Where food comes from</p> <p><b>Food Preparation Skills</b> 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><b>Vocabulary:</b> Melting, browning, bridge &amp; claw, peeling, cutting, slicing, reduction, adaptation, binding, bacteria, hygiene</p>

<p><b>Content: Polymers</b></p> <p><b>Making</b> Polymers- processes used to make products from polymers -forming.</p> <p><b>Technical Knowledge</b> Materials properties Polymers -types of polymers -stock forms</p> <p><b>Working Safely</b> Working safely - general safety -PPE - safe use of tools and equipment</p> <p><b>Vocabulary:</b> Properties, stock forms, uses, safety.</p>	<p><b>Content:</b> Design and communication</p> <p><b>Design</b> Communicating design ideas- freehand sketching. Developing prototypes- testing processes, hand tools and machine equipment.</p> <p><b>Evaluate</b> Testing and evaluating ideas and products.</p> <p><b>Working Safely</b> Working safely - general safety -PPE - safe use of tools and equipment</p> <p><b>Vocabulary:</b> Isometric, perspective, render, shading, three – dimensional.</p>	<p><b>Content:</b> Food ingredients</p> <p><b>Food Ingredients</b> Enzymic Browning Chemical Raising Agents *Sensory Evaluation</p> <p><b>Food Preparation Skills</b> 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 vegetables - Peeling cutting and slicing) Sieving, melting, mixing, rubbing in and shaping. Adapting flavours</p> <p><b>Vocabulary:</b> Enzymic, spoilage, taste, browning, melting, cutting/slicing, binding, adaptation, evaluation, sensory.</p>
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**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/carers 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.