



WHAT WILL YOUR CHILD STUDY?

YEAR 7

HEAD KNOWLEDGE-RICH



To ensure that ambitious substantive and disciplinary knowledge is at the heart of the curriculum. It is specified in detail and taught to be remembered; it is sequenced carefully over time. As a Catholic school we will prioritise knowledge of Jesus, scripture and the Church's teachings.

HEART FAITH, LOVE AND RESPECT



Through students' experiences of the curriculum and wider school life, we will ensure that our school is built on faith, love and respect. Students will have the opportunity to develop their relationship with Jesus through prayer, liturgy, retreat experiences and reflection.

HANDS APPLYING KNOWLEDGE



Once secure, we will focus on the application of knowledge in order to problem-solve and make a difference in the world. Important skills will be modelled and practised until they are mastered. Students will be encouraged to live out their knowledge of the Catholic mission in all of their actions.

"The Catholic school is a path that leads to the three languages a mature person needs to know: the language of the mind, the language of the heart, and the language of the hands." Pope Francis



ENGLISH

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| OUTCOMES | Identity <ul style="list-style-type: none"> • Students will have read novels, poetry and a play by the end of the year. • They will have been encouraged to read books independently through their library lessons and Bookbuzz book. • They will read for layers of understanding and meaning. • Students will have written for different purposes, practising extended writing especially. They will present ideas and opinions, and explore creative ideas. • Students will revise parts of speech and some spelling and grammar rules. Technical vocabulary for reading and analysis will be introduced. | | | |
| | TOPICS | 'Boy Overboard' and related texts | 'Oliver Twist' and extracts from other Victorian texts | Twelve Minutes to Midnight |
| DESCRIPTION | <p>Concepts of immigration/emigration Afghanistan/Australia: contextual knowledge – political situation.</p> <p>Understanding conventions of a novel – narrative, tension, characterisation, tracking characters, themes, ideas and empathy.</p> <p>Making connections between texts.</p> <p><i>Tier 2 Word Focus: Tolerance</i></p> | <p>Learn the features of a playscript and language associated with plays.</p> <p>Victorian contextual knowledge – schools, class system, workhouses etc</p> <p>Learn about Dickens and how his life influenced his writing.</p> <p>Making connections between texts.</p> <p><i>Tier 2 Word Focus: Motive</i></p> | <p>Reviewing the conventions of narrative writing: characterisation, themes, setting etc.</p> <p>Recognising the features of a mystery or gothic story.</p> <p>Researching some of the historical events behind the predictions – historical knowledge especially Victorian.</p> <p>Making connections between texts.</p> <p><i>Tier 2 Word Focus: Narrative</i></p> | <p>Themes of identity, culture and diversity.</p> <p>Becoming confident with the language of poetry and the forms of poems.</p> <p>Learning to write within a specific form.</p> <p><i>Tier 2 Word Focus: Imply</i></p> |

**Tier 2 Word Focus in Non-Fiction - Subtle*



MATHS

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| OUTCOMES | Our Year 7 curriculum builds on the knowledge and skills acquired in KS2 and seeks to begin to use these skills in context to solve problems. Students are introduced to Algebra early on as this forms the foundation for many topics to come and it is interleaved into the topics that follow. A key theme in Year 7 is Equality and Equivalence this being revisited several times throughout the year. |
| Introductory Unit | <p>This first topic is designed to ensure students have the time to settle into a new school and review topics they have previously learnt at KS2. This allows teachers to then encourage ambition in students knowing they are firm and confident in the basics. Students will aim to feel confident to:</p> <ul style="list-style-type: none"> • Practise formal and mental methods of addition and subtraction • Choose appropriate methods • Solve financial problems • Solve problems involving tables and time, perimeter, and frequency trees • Understand types of number such as factors and multiples • Multiply and divide integers and decimals • Understand and use order of operations • Solve problems using area and the mean • Use a calculator appropriately • Draw axes accurately <p><i>Tier 2 Word Focus: Subsequently</i></p> |
| Sequences | <p>This topic is designed to be accessed by all students while drawing in their interest into maths. Students will learn how to:</p> <ul style="list-style-type: none"> • Describe and continue a sequence given diagrammatically • Represent sequences in tabular and graphical forms • Recognise the difference between linear and non-linear sequences • Continue numerical linear and non-linear sequences • Explain the term-to-term rule of numerical sequences in words <p><i>Tier 2 Word Focus: Indication</i></p> |
| Coordinates and straight lines | <p>In this topic students will learn how to draw graphs and use coordinates to support cross-curricular topics. Students aim to:</p> <ul style="list-style-type: none"> • Work with coordinates in all four quadrants • Identify and draw lines parallel to the axes and $y=x$ • Draw lines in the form $y=x+c$ • Recognise lines of the form $y=kx$ and link to direct proportion. |
| Place Value & Ordering | <p>Students consolidate Key Stage 2 learning here and extend it further. Student will:</p> <ul style="list-style-type: none"> • Recognise the place value of any digit in an integer up to one billion • Understand and write integers up to one billion in words and figures • Work out intervals on a number line • Position integers and decimals on a number line • Compare two numbers using $=$, \neq, $<$, $>$, \leq and \geq • Compare and order any number up to one billion • Round integers to the nearest power of 10 • Round a number to 1 significant figure <p><i>Tier 2 Word Focus: Derive</i></p> |

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| Algebraic notation | <p>Algebra and generalisation as well as formal algebraic notation are introduced for the first time. Students will learn how to:</p> <ul style="list-style-type: none"> • Find the output of a single and double function machine • Use inverse operations to find the input given the output • Use diagrams and letters to generalise number operations • Use diagrams and letters with single and double function machines • Find the function machine given a one step and expression and two step expression • Substitute values into one step and two step expressions • Generate sequences given an algebraic rule <p><i>Tier 2 Word Focus: Subsequently</i></p> |
| Equivalence | <p>Here students will build on their knowledge of algebra from the previous unit. Students will:</p> <ul style="list-style-type: none"> • Understand the meaning of equality • Understand and use fact families; numerically and algebraically • Solve one-step linear equations involving addition and subtraction using inverse operations with function machines • Understand the meaning of like and unlike terms • Understand the meaning of equivalence • Simplify algebraic expressions by collecting like terms using the \equiv symbol <p><i>Tier 2 Word Focus: Variation</i></p> |
| Representing and interpreting data | <p>Students will apply their knowledge of axis and apply to more real-life situations by:</p> <ul style="list-style-type: none"> • Understand the data handling cycle • Draw and interpret pictograms, pie charts, bar charts and line graphs • Write and interpret grouped frequency tables • Choose appropriate ways to display data • Identify misleading graphs <p><i>Tier 2 Word Focus: Representation</i></p> |
| Fractions and Percentages of amounts | <p>This topic focuses on the key concepts of finding fractions of amounts and percentages of amounts. Visual representations such as bar models are used linking back to Equality and Equivalence. Students will learn how to:</p> <ul style="list-style-type: none"> • Find a fraction of a given amount • Use a given fraction to find the whole and/or other fractions • Find a percentage of a given amount using mental methods as well as a calculator <p><i>Tier 2 Word Focus: Distinguish</i></p> |
| Fractions, Decimals & Percentages Equivalence | <p>Students will develop a deeper understanding of the links between fractions, decimals and percentages and be able to fluently convert between them, building on their knowledge of equivalence. Students will learn how to:</p> <ul style="list-style-type: none"> • Represent division as a fraction • Fully simplify fractions • Represent fractions, decimals and percentages on grids and number lines • Interchange between fractions, decimals and percentages <p><i>Tier 2 Word Focus: Substantial</i></p> |
| Adding and Subtracting Fractions | <p>Adding and Subtraction fractions builds on the previous topic. Students now start to work with fractions of any denominator as well as mixed numbers. Bar models continue to be used as a visual representation of the problem, helping students to add and subtract any fraction or mixed number. Students will learn how to:</p> <ul style="list-style-type: none"> • Convert between improper fractions and mixed numbers • Add and subtract any improper fractions and mixed numbers • Use equivalence to solve problems involving decimals and fractions and choosing the appropriate conversion |

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| | <i>Tier 2 Word Focus: Comprehensive</i> |
| Multiplying and Dividing Fractions | <p>Students will have some basic understanding of multiplying and dividing fractions from primary and so this topic deepens understanding of how the rules of multiplying and dividing fractions work.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Represent multiplication of fractions as diagrams • Multiply integers, fractions and mixed numbers to find the product • Use the reciprocal when dividing by a fraction • Divide integers, fractions and mixed numbers <p><i>Tier 2 Word Focus: Distinct</i></p> |
| Negative Numbers | <p>Students build on prior knowledge from previous topics of work with negative numbers.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Create visual representations of negative numbers • Order and compare negative numbers using mathematical symbols • Add, subtract, multiply and divide negative numbers • Use order of operations with negative numbers • Use negative numbers with a calculator • Evaluate algebraic expressions with negative numbers • Solve one and two step equations with negative numbers using the balance method <p><i>Tier 2 Word Focus: Sufficient</i></p> |
| Construction & Measuring | <p>Students learn the basics of geometric language used for lines, angles and shapes, as well as their properties. Time is spent learning how to construct angles. Here students apply their knowledge of Fractions, Equivalence and angle construction to the real-life context of pie charts.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Use letter and labelling conventions including those for geometric figures • Classify and Measure angles • Identify parallel and perpendicular lines • Recognise different types of triangles and quadrilaterals • Name polygons of up to 10 sides • Draw and interpret pie charts <p><i>Tier 2 Word Focus: Exhaust</i></p> |



RELIGIOUS EDUCATION

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| OUTCOMES | <p>Students will:</p> <ul style="list-style-type: none"> • Be able to explain God’s revelation and the way in which this has gradually unfolded through salvation history • understand the distinction between general and special revelation, recognising Creation and the existence of human beings as one way in which all human beings can come to know God using their own natural reason. • acquire a deeper understanding of the doctrine of the Trinity, since the recognition of Jesus as God by the early Church required a recognition of him as the eternal Son of the Father. • be able to explain the continued presence of Christ with the Church through the sacraments and the transformative effect of these sacraments on the lives of the faithful. • show a deeper understanding of God’s revelation through the sending of the Holy Spirit and the presence of this Spirit with the Church. | | |
| TOPICS | Unit 1: Creation and Covenant | Unit 2: Prophecy and Promise | Unit 3: Galilee to Jerusalem |
| DESCRIPTION | <p>The first two units focus on the mystery of God and how human beings come to know God: revelation. Across the first two branches of Year 7, students will gain an understanding that the Church teaches that there are two kinds of revelation.</p> <p><i>Tier 2 Word Focus: Influential, literally, significance</i></p> | <p>Unit 2 focuses on the mystery of God and how human beings come to know God through divine revelation. The first branch dealt with that which can be known about God through the natural light of human reason; this one deals with a second order of revelation.</p> <p><i>Tier 2 Word Focus: Authority</i></p> | <p>This unit builds on the learning about revelation in the previous two units, by arriving at the Church’s profession that Jesus is the full and final revelation of God.</p> <p><i>Tier 2 Word Focus: Valid</i></p> |
| TOPICS | Unit 4: Desert to Garden | Unit 5: To the Ends of the Earth | Unit 6: Dialogue and Encounter |
| DESCRIPTION | <p>In the last unit, students learned about the Trinitarian nature of Christian prayer and now they come to understand the Liturgy and the sacraments, in which all Christian prayer finds its source and goal, as Paschal as well as Trinitarian.</p> | <p>In this unit, we come to the completion of God’s revelation through the giving of the Holy Spirit in the Church. Students will learn about the role the Spirit plays in the life of the Church and in the lives of individuals.</p> <p><i>Tier 2 Word Focus: Influential</i></p> | <p>In this final unit, students will learn about how the Church works to resolve disagreements through dialogue and how the councils of the Church have been a major form of dialogue. We will explore Hinduism and the impact it has upon the lives of believers and the importance of dialogue between different groups and finding common ground.</p> <p><i>Tier 2 Word Focus: Diverse</i></p> |



SCIENCE

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| OUTCOMES | <p>Students will be familiar with the nature of the different disciplines of Biology, Chemistry and Physics and know some links between them.</p> <p>Students will have practised:</p> <ul style="list-style-type: none">• Using the language relevant to the stages of the scientific process (working scientifically) in the practical work they carry out.• Using basic lab equipment safely and effectively to gather evidence and investigate a hypothesis.• Applying scientific conventions to data collection, presentation, and analysis i.e. How to set out results tables, graphs, and calculations.☐ Writing explanations in a scientific writing style <p>Students will have accumulated detailed knowledge and understanding of:</p> <ul style="list-style-type: none">• The fundamental building block ideas of cells, and systems.• Particles and reactions between them including how metals react with acids.• Fundamental forces acting on matter and energy transfer between stores. |
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| <p style="text-align: center;">EPISODE 1 TOPICS</p> | <p>Introduction The Year 7 curriculum begins with an introduction to the scientific methods, scientific inquiry, and the nature of science the context of everything the students will study over the next 5-7 years and hopefully beyond.</p> | <p style="text-align: center;">Biology</p> <p>This is taught first as the subject matter is less abstract and easier to relate to by a Year 7 student than other subjects - thereby promoting confidence in the students.</p> | <p style="text-align: center;">Chemistry</p> <p>This is taught after the biology as it is more abstract and therefore more challenging. It is taught before the Physics as the Physics builds on the particle model by introducing fundamental forces acting on or between particles of matter.</p> | <p style="text-align: center;">Physics</p> <p>This is taught as it builds upon and extends students understanding of the particle model covered in the previous Chemistry topics.</p> |
| <p style="text-align: center;">ROUND 1 EXPLANATION</p> | <p>The introduction is largely based on practical investigations and develops student's knowledge of the basic lab equipment and the hazards therein as well as how to use the equipment safely.</p> | <p style="text-align: center;">Biology</p> <p>Topic B1.1 Cells Cells are studied first because they are the fundamental unit of life. It introduces the idea of specialised cells which provides a foundation for specialised tissues and organ systems in the following topic. It introduces the idea of prokaryotic and eukaryotic cells which will be revisited in Year 8 when discussing about bacteria in the gut.</p> <p>Topic B1.2 Systems This builds on the first section by showing how cells are organised into organ systems and introduces the ideas of complex organ systems with specific roles.</p> | <p style="text-align: center;">Chemistry</p> <p>Topic C1.1 Particles Particle theory is taught first because they are the fundamental building blocks of matter – by understanding particles students can then move onto how particles interact</p> <p>Topic 1 C1.2 Atoms, molecules & compounds This builds on the first Chemistry section teaching students how particles interact to form compounds/molecules.</p> | <p style="text-align: center;">Physics</p> <p>Topic P1.1 Forces this topic extends the student's schema of the particle model by considering the effects of fundamental forces acting on and between matter (particles). It also introduces students to the use of equations in physics to solve problems.</p> <p>Topic P1.2 Sound This topic also extends student's particle theory schema by teaching them how the movement of particles can transfer energy. It also builds on the idea of specialised organ systems by studying the structure of the ear.</p> |

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| ROUND 2 TOPICS | | <p style="text-align: center;">Biology</p> <p>This second round of Biology facilitates a revisiting and extension of the fundamental ideas covered in the Round 1 Biology topics.</p> | <p style="text-align: center;">Chemistry</p> <p>This second round of Chemistry facilitates a revisiting and extension of the fundamental ideas covered in the Round 1 Chemistry topics.</p> | <p style="text-align: center;">Physics</p> <p>This second round of Physics facilitates a revisiting of the fundamental ideas covered in the Round 1 Physics topics.</p> |
| ROUND 2 TOPICS | | <p style="text-align: center;">Biology Topic B1.3 Reproduction</p> <p>This is taught after the Round 1 Chemistry and Physics topics to allow students to revisit the idea of cells and specialised cells within the study of the human reproductive system. This topic also provides a foundation in the idea of sexual reproduction and variation needed for the Year 8 study of adaptation and inheritance.</p> | <p style="text-align: center;">Chemistry Topic C1.3 Reactions</p> <p>This is taught to facilitate a revisiting of the fundamental ideas of particles and how they interact in chemical reactions. This provides a foundation for the study of Bioenergetics (Photosynthesis and Respiration) in the Year 8 Ecology topic.</p> <p style="text-align: center;">Topic C1.4 Acids & Alkalis</p> <p>This builds on extends the students ideas about reactions and brings various real-world examples of reactions of household chemicals it also provides students with critically importance experience of handling dangerous chemicals safely early on in their career. It also provides a foundation for the Year 8 study of the reactions between metals and acids.</p> | <p style="text-align: center;">Physics Topic P1.3 Light</p> <p>This physics section allows the students to revisit the earlier physics topics of sound and forces and introduces the idea of energy transfers and links to the student's ideas about particles as it introduces the idea of vacuum. It also provides a foundation for the Space topic's ideas about the solar system and eclipses as well as the Year 8 study of photosynthesis.</p> <p style="text-align: center;">Topic P1.4 Space</p> <p>This is the final topic as it requires 'big picture' thinking which many students find difficult. It also extends the student's ideas about a particle-less vacuum from the previous topic and provides and builds on the ideas about light. It is also an excellent motivator at the end of the year as students love thinking about Space.</p> |



GEOGRAPHY

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| OUTCOMES | Students need to be able to use atlas maps and Ordnance Survey maps with guidance. They need to be able to confidently identify the continents and oceans and locate a range of countries and landscapes. They need to know that humans have an impact of the natural world and that there is conflict between people who have different needs. They need to know that the climate varies from the hottest places near the equator to the coldest places at the poles and how that compares to our climate in the UK. They need to be able to know which geographical issues fall into the categories of physical and human geography and then social, economic and environmental. | | |
| TOPIC | Our Place | Cold Places | Africa |
| EXPLANATION | <p>Students are introduced to the fundamental categories of Geography and explore the growth and character of our place, Nottingham. They learn core locational knowledge through essential map skills, using both OS maps and atlases.</p> <p>This topic comes first as secure locational knowledge is an important framework on which to build other understanding, as is core knowledge of our local area.</p> <p><i>Tier 2 Word Focus: perception, inhibit</i></p> | <p>As a contrast to Our Place, we then explore a very different environment. Students learn how animals have adapted to live in the Arctic and Antarctic and use their map skills from topic 1 to locate places. They use their knowledge of the UK weather to begin thinking about contrasting climates. Finally, they build on their knowledge of the categories of geography when exploring the threats to Antarctica and they are introduced to the concept of writing “to what extent do you agree” style questions.</p> <p><i>Tier 2 Word Focus: distribution, susceptible</i></p> | <p>Yet again, Africa provides another contrasting region from the last 2 topics. Students learn that a region can have huge variety both in physical and human geography. They learn about the climate and way of life for people in the Sahara and ingenuity of the people of Senegal in halting desertification in the Sahel. This builds on the issue of climate change which was introduced as a threat to Antarctica in the last topic. Finally, they study the conflict between Ethiopia and Egypt regarding the water of the Nile, which introduces the idea that problems and benefits depend on the opinions of others.</p> <p><i>Tier 2 Word Focus: ethical, compromise, controversy</i></p> |



HISTORY

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| OUTCOMES | <ul style="list-style-type: none"> • to know chronological order of time periods. • to explain key historical events & individuals. • to make judgements based on historian's interpretations. • to make inferences based on primary sources. • to know and apply key words and concepts in the correct context for example democracy, cultural diversity and transference of power. • to apply disciplinary knowledge correctly. | | |
| TOPICS | What is History? | Medieval | Tudor and Stuarts |
| DESCRIPTION | <p>Baseline test to ascertain pupil prior knowledge. They then begin with 'What is History?' this introduces them to key events and people (substantive knowledge) and to second order skills (disciplinary knowledge) e.g. significance. By studying this topic pupils gain knowledge of the skills and these will then be applied throughout all the following topics.</p> <p><i>Tier 2 Word Focus: Comprise</i></p> | <p>Pupils study the Medieval period to gain substantive knowledge and an understanding of the nation state & society. This topic is the first time period pupils will study in depth and it is the first chronological time period identified by the National Curriculum for ideas, political power, industry & Empire. Pupils will use disciplinary knowledge obtained in the first topic to answer questions and analyse sources/interpretations.</p> <p><i>Tier 2 Word Focus: Turbulent</i></p> | <p>This topic is the next chronological time period, as such it adheres to the National Curriculum. Pupils will gain knowledge of how the nation state has evolved and how society developed over time. The existing substantive & disciplinary knowledge of the Medieval time period will help pupils put this time period into context.</p> <p><i>Tier 2 Word Focus: Inference</i></p> |



FRENCH

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| OUTCOMES | <ul style="list-style-type: none">• By the end of year 7 we expect that students begin to expand their long-term memory of a variety of French phrases.• Students will have practiced the core skills of dictation, reading, translation and writing.• Students will have completed vocabulary tests at least twice per half time.• Students will have practiced look, cover, say, write, check in lesson and for homework. | | | | | |
| TOPICS | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| DESCRIPTION | Students start with gaining an insight into French phrases to do with themselves, their age and their family. | Students then begin to describe themselves and where they are from. | Students will describe their pets and making comparisons. | Here students begin to learn to speak about their home | Students will talk about school subjects | Students finish the year speaking about holidays |



ICT/COMPUTER SCIENCE

| OUTCOMES | <ul style="list-style-type: none"> • By the end of year 7 we expect that students can work on and use computers safely. • Students will be able to use key software as part of the ICT curriculum. • Students will gain a foundation in Computer Science. • Students will start forming the basic principles for coding and animation. | | | | | |
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| TOPICS | E Safety | Presentation Software | Spreadsheets | Scratch | Inside the Computer | Animation |
| DESCRIPTION | <p>Give students various log on details and e-safety information. How to save work. Emailing. Google classroom. Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.</p> <p><i>Tier 2 Word Focus: Suitable</i></p> | <p>Students are taught how to make a presentation and build on skills from primary school. Create a presentation for a purpose using a range of features.</p> <p><i>Tier 2 Word Focus: Format</i></p> | <p>To introduce basic knowledge of spreadsheets. Create a table using formula with outputs connected to a chart. Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</p> <p><i>Tier 2 Word Focus: Trend</i></p> | <p>To be able to block program basic code. Create a game using block code</p> <p><i>Tier 2 Word Focus: Variability</i></p> | <p>Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems</p> <p><i>Tier 2 Word Focus: Integrate</i></p> | <p>To understand the basic principles of animation. Develop an animation which uses the key features in stop frame animation</p> <p><i>Tier 2 Word Focus: Incorporate</i></p> |



ART

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| OUTCOMES | <ul style="list-style-type: none"> • Understand how to improve their drawings by using the grid method and tonal shading. • Understand the design process, the importance of observational drawing and researching artists work. • Developed tonal and colour mixing skills, brush skills, painting skills. • Develop their drawing and mark-making skills to create tones and texture. • Develop their ceramic skills using various techniques. | | |
| TOPICS | Colour Theory: Fish/Butterfly Introduction to Drawing Skills | Colour Theory: Fish/Butterfly Creative and Design Skills | Colour Theory: Fish/Butterfly Painting Skills |
| DESCRIPTION | Introduction to using drawing mechanisms to create accurate drawings and successfully creating tones to create form. | Understanding of the design process and introduction to various artists to inspire pupils | Developing painting, brush skills and colour/ tonal mixing skills. Building on prior knowledge gained in the first term of using paint, colour and tones. |
| TOPICS | Ceramic Sheep | | Drawing and Mark Making Techniques |
| DESCRIPTION | Introduction to various clay techniques by creating a ceramic sheep. Understand the properties of clay, how to manipulate it and develop techniques and processes. Gain knowledge and experience of clay techniques, pinch pots, forming clay and attaching clay, using tools. | | Building on drawing skills from first term to create various mark-making techniques to create texture and tones in their drawings. Students gain knowledge and understanding of sculptors including Henry Moore and Nicola Hicks. |



DESIGN AND TECHNOLOGY

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| OUTCOMES | <ul style="list-style-type: none"> • In Year 7 pupils will understand the structure and routines used within Design Technology. • They will begin to understand the structure of a design project. • They will be trained in health and safety, tool and machinery operation. • They will develop introductory presentation skills for design work. • They will begin the development of both core and specialist subject knowledge. | | | | |
| TOPIC | Food and Nutrition | Resistant Materials | Systems Technology | Graphic Design | Textiles Technology |
| EXPLANATION | <p>Pupils will focus on nutrition and health eating. They will understand food safety and hygiene. They will develop introductory level practical skills.</p> | <p>Pupils will learn hand and machine practical skills. They learn workshop safety rules. They will learn about woods and their properties.</p> | <p>Pupils will learn about electronic components and simple mechanical systems. They will practice hand and machine making skills. They will reinforce workshop safety rules.</p> | <p>Pupils will develop basic 3D drawing and lettering skills. They will build models. They will understand about papers and boards and their properties.</p> | <p>Pupils will learn about fabrics and their properties. They will learn how to hand sew and embellish. They will develop their templating skills</p> |



DRAMA

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| OUTCOMES | <ul style="list-style-type: none"> All students will be taught basic acting and vocal skills alongside drama techniques, to explore all topics All students will understand how each technique links to the practitioner/genre covered All students will explore a topic practically to prepare them for their end of topic assessments All students will be able to offer feedback on their work through peer assessment All students will be able to evaluate their work at end of each topic. All students will learn about the Historical context of the topic covered. | | |
| TOPICS | Theatre History Acting Skills | Shakespeare: Macbeth | Greek Theatre |
| DESCRIPTION | <p>Students learn about character and personality, relationships between characters, conflict and portraying a range of reactions and emotions.</p> <p>Students are able to utilise their basic performance skills acquired in the first unit to focus on the creation of character. Students are taught to use the Drama Terminology in their written responses.</p> | <p>This topic explores Shakespearean Language and teaches students how to translate the language into modern language. Alongside acting skills and techniques.</p> <p>Drama Techniques which are covered during this topic include stage directions, triangle of space, masking, tableau, proxemics, levels, improvisation, direct address, narration and movement, mime, tableaux, motivation, thought Track, narration, transitions, level, facial expressions, body language, gestures, role-play, improvisation.</p> | <p>This topic will look at Greek Theatre and the role of the Chorus. History of Greek Theatre and the stock characters used are explored. The Practitioner Bertolt Brecht's Alienation techniques are tentatively introduced.</p> <p>We cover skills and techniques such as choral movement, choral speech, ensemble, unison, canon, improvisation, character development, alienation techniques (breaking the fourth wall, body language, gestures)</p> |
| TOPICS | Alienation/Brecht | Devising | Performance Preparation |
| DESCRIPTION | <p>The Practitioner Bertolt Brecht's Alienation techniques continue to be embedded including direct address, narration, stage directions. We cover script writing, how to write a script, research, creative writing, play text.</p> | <p>In this topic students develop their creativity by devising an alternative ending to a well-known fairy tale. The topic focuses on creative writing. There are four main types of writing: expository, persuasive, narrative, and descriptive. We cover: What makes it a script? Layout stage directions/ positionings/ types of staging Dialogue - Duologue Monologues</p> | <p>This topic allows students develop their performance skills and explore the practitioner Stanislavski. How to successfully create and perform a character.</p> <p><u>We aim to develop confidence, the ability to perform to a live audience, resilience, self-discipline, self-reflection.</u></p> |



MUSIC

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| OUTCOMES | <ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments. • Compose by drawing on a limited range of musical structures, styles, genres and traditions • Use staff and other relevant notations appropriately • Identify and use the interrelated dimensions of music including use of different types of scales • Listen to a wide range of music from great composers and musicians • Develop an understanding of the music that they perform and to which they listen, and its history | | | | |
| TOPIC | Find Your Voice | Elements of Music | Melody 1 | Timbre | Form |
| EXPLANATION | Promote the importance of singing and rhythm for musicians and learning to work as an ensemble. | Lay a foundation of musical vocabulary and learn how to decode staff notation. | Learn which notes sound good together and how to create music with intention. Practice decoding staff notation. | Learn how and why composers choose different sounds. Practice decoding staff notation. | Learn to construct music, exploring how to use a balance of repetition and contrast. Learn how to write in staff notation. |



ORCHESTRA

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| OUTCOMES | <ul style="list-style-type: none">• Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments.• Use staff and other relevant notations appropriately• Identify and use the interrelated dimensions of music including use of different types of scales• Listen to a wide range of music from great composers and musicians• Develop an understanding of the music that they perform and to which they listen, and its history | | |
| TOPIC | Violin | Recorder | Ukulele |
| EXPLANATION | Learning posture, instrumental technique (pizzicato and arco) and how to follow staff notation with a sense of accuracy (rhythm, pitch, fluency). | Learning hand position, instrumental technique (control, tone quality) and how to follow staff notation with a sense of accuracy (rhythm, pitch, fluency). | Learning posture, instrumental techniques (strumming patterns) and how to follow tab notation with a sense of accuracy (rhythm, pitch, fluency). |



PHYSICAL EDUCATION

| | | |
|--------------------|--|---|
| OUTCOMES | <ul style="list-style-type: none"> • Students will know the fundamental rules, regulations and scoring systems of each activity area. • Students will know the fundamental tactics and strategies of each activity area. • Students will know the Year 7 fundamental sports science knowledge specifically identified for the Physical Education domain. • Students will have the knowledge and understanding of the core skills for each activity area. • Students apply their knowledge and demonstrate core skills in a range of contexts from isolation to competitive practices. • Students apply their knowledge and demonstrate core skills in a well-sequenced and systematic order. | |
| TOPIC | Year 7 Boys Advent / Easter: Trampolining, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, OAA Pentecost: Athletics, Cricket, Tennis | Year 7 Girls Advent / Easter: Trampolining, Rugby, Football, Netball, Health Related Exercise, Hockey, Handball, OAA Pentecost: Athletics, Cricket, Tennis |
| EXPLANATION | <p>Students follow a spiral curriculum where activity areas are revisited from one year to the next. Each activity area is comprised of an 8-week unit of work where lessons are specifically sequenced in a systematic order which allows students to gradually build upon knowledge in order to achieve a deeper understanding of the activity area and therefore demonstrate and apply that knowledge securely.</p> | |

**Tier 2 Focus Words: acknowledge, acquire, capacity, intention, objective*



CAREERS

| TOPIC | What is a career? | What is an entrepreneur? | What is a work-life balance? | Careers and the future |
|-------------|---|---|--|---|
| EXPLANATION | <p>Define 'what is a career?'</p> <p>Identify a range of career sectors and jobs that they might be interested in</p> <p>Understand the skills required for different jobs, and the rewards and challenges they may bring in the future</p> | <p>Define what an entrepreneur is</p> <p>Identify some entrepreneurial skills</p> <p>Explain what a role model is</p> | <p>Explain what work-life balance means to them</p> <p>Suggest ways to improve work-life balance and manage situations of work-life imbalance</p> <p>Describe an example of when they've demonstrated the skill of balance</p> | <p>Identify a skill that's predicted to be valued by future employers</p> <p>Explain at least one example of how careers have changed over time</p> |



Our Personal Development Curriculum lessons are currently divided into four complementary areas:
Careers, Citizenship, PHSE, RSE.

PERSONAL DEVELOPMENT

| TOPIC | Online safety | Changing adolescent body and mental wellbeing | Families, intimate and sexual relationships | Personal hygiene, immunisation, sleep and basic first aid | Citizenship, including charity and equality | Discovering Careers |
|-------------|---|--|--|--|---|--|
| EXPLANATION | Students will learn about appropriate behaviour online and online risks. Students will learn the important of not sharing personal information to others and where to get support to report material/ manage issues online. | Students will learn the key facts about puberty and the implications for emotional and physical health. Students should know how to talk about their emotions and how to recognise the early signs of mental wellbeing concerns. | Students will learn the different types of committed, stable relationships. Students will learn how to judge unsafe relationships and how to improve relationships. Students should understand the different types of bullying and how to report bullying. | Students will learn about personal hygiene including how viruses are spread, the facts about immunisation and the importance of sufficient sleep. Students should know basic treatment for common injuries | Students will learn about the diverse national, religious and ethnic identities in the UK and how a citizen can contribute to the improvement of their community. | Students will be able to identify their personal skills, abilities and qualities. Students will understand how these link to their career aspirations and as well as what skills and qualities employers are looking for |