

Curriculum Overview

Year 7



MATHEMATICS

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Miss Anderson</p> <p>Year 7 Teachers: Miss Scarratt Miss Bailey Mrs Knight Miss Pienkowska Mr Risebrow Mr Alder Mr Dassu</p>	<p>1. Algebra</p> <ul style="list-style-type: none"> • Expressions, Equations and Formulae • Graphs – drawing and interpreting • Sequences <p>2. Number</p> <ul style="list-style-type: none"> • Integers and Decimals • Use of a calculator • Powers and roots • Fractions, Decimals and Percentages <p>3. Geometry</p> <ul style="list-style-type: none"> • Area and Perimeter • Angles and Bearings • Construction • Transformations – reflection, rotation and translation • 2D and 3D shapes <p>4. Data Handling and Probability</p> <ul style="list-style-type: none"> • Charts, Graphs & Diagrams • Collecting and Interpreting Data • Probability <p>5. Ratio, Proportion & Functional Maths</p> <ul style="list-style-type: none"> • Ratio • Best value and proportion • Problem Solving activities and investigations • Applying knowledge to real-life scenarios • How Maths is used in everyday life 	<p>Use online resources to support learning and completion of homework.</p> <p>Useful links: www.bbc.co.uk/bitesize www.mymaths.co.uk www.samlearning.com</p>

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SCIENCE

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Head of Faculty: Miss I Weaver</p> <p>KS3 coordinator Miss D Roberts</p> <p>Year 7 Teachers: Miss C Bowles Miss K. Cottrell Miss D. Roberts Mr P. Lorford Miss Salam Mrs. M Lewis Mr O Ogunmodede</p>	<p>Biology 1: Cells, Tissues and Organs</p> <p>Chemistry 1: Mixtures and Separation</p> <p>Physics 1: Energy</p> <hr/> <p>Biology 2: Sexual Reproduction</p> <p>Chemistry 2: Acids and Alkalis</p> <p>Physics 2: Electricity</p> <hr/> <p>Biology 3: Muscles and Bones</p> <p>Chemistry 3: The Particle Model</p> <p>Physics 3: Forces</p> <hr/> <p>Biology 4: Ecosystems</p> <p>Chemistry 4: Atoms, Elements and Molecules</p> <p>Physics 4: Sound</p>	<p>Revision resources and activities are available at: http://www.bbc.co.uk/education/subjects/zng4d2p</p>

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MUSIC

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
Subject Leader: Michelle Reading	Module 1: African Drumming Through listening, performing and composing, students will study the drumming music of Africa. Students will use traditional African percussion instruments in this unit and understand the cultural traditions of the country.	Encourage students to practice what they have learnt in their practical lessons each week for at least 10 minutes.
Year 7 Teachers: Kate Chisholm	Module 2: Minimalism Through listening, performing and composing, students study the 20th century musical style of minimalism. Students will use keyboards in this unit and understand the history of the genre.	Encourage students to practice what they have learnt in their practical lessons each week for at least 10 minutes.
Lindsey Gardner Charlotte Rampley	Module 3: Programme Music Through listening, performing and composing, students will study the Western classical tradition of programme music. Students will use keyboards in this unit and will understand key musical features that can be manipulated to create different effects.	Encourage students to practice what they have learnt in their practical lessons each week for at least 10 minutes.
	Module 4: Dance Music Through listening, performing and composing, students will study the popular music of dance. Students will use keyboards in this unit and will understand and manipulate the	Encourage students to practice what they have learnt in their practical lessons each week for at least 10 minutes.
	Module 5: Hip Hop Music Through listening, performing and composing, students will study the beginnings of hip hop music. Students will use their voices, percussion and keyboards in this unit.	Encourage students to practice what they have learnt in their practical lessons each week for at least 10 minutes.
	Module 6: Reggae Music Through listening, performing and composing, students will study the reggae music of Jamaica. Students will use their voices, guitars and keyboards in this unit and will understand the historical and cultural issues surrounding the music.	Encourage students to practice what they have learnt in their practical lessons each
	Module 7: Singing Through performing, students will develop their singing ability. Students will learn a variety of songs from a range of genres, singing both in unison and in parts. This work will be showcased in end of term concerts and will contribute to year group competitions.	Test students on the learning of lyrics and to demonstrate what they have learnt to you.

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ART



SUBJECT TEAM	YEAR 7 ART CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Miss Lawrence</p> <p>Year 7 Teachers: Mrs Friel, Mrs Regan-Kellett, Miss McCready</p>	<p>Topic 1: Nature This unit will explore the theme of nature using various mediums. Within this unit, pupils will explore a range of techniques to understand the concepts of the visual elements Tone, Perspective, Line, Shape, Form, Colour and Composition. Pupils will look at artists such as Henri Rousseau, Angie Lewin and William Morris. This will be used to influence their work throughout the project. The mediums that they will be exploring will be charcoal, clay, printing, pen and fine liner. A variety of different outcomes will be expected, such as; clay tiles and prints. Pupils will learn an increased vocabulary and with support, evaluate their own and others' work.</p> <p>Topic 2 : Tim Burton Students will research the work of Tim Burton and analyse his work and how he creates his characters.</p> <p>Topic 3 : Urban decay This unit will explore the theme of urban decay using various mediums. Pupils will look at artists such as Ben Wilson, Jacques de la Villegle, Keith Haring and Banksy. This will be used to influence their work throughout the project. The mediums that they will be exploring will be clay, various mixed medias, pen and fine line and oil pastels. A variety of different outcomes will be expected, such as a 3D urban decay environment based on technique learnt throughout the term</p>	<p>All students should complete one task every week from the nature homework booklet given by class teacher.</p>

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ENGLISH

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
Subject Leader: Ms C Mills KS3 Coordinator: Mrs A Lally Year 7 Teachers: Mrs Underwood Mr Hall Miss C Rampley Mr J Knight Miss R Hall Miss Leong Ms McClue	Gothic Fiction Students will explore a range of extracts from gothic fiction texts, poems and compare them with gothic film.	Read through different extracts of novels, poems and watch gothic films in this lead up to Halloween. Explore how atmosphere is created by the writers/directors.
	Treatment of Children Students will explore extracts from texts such as 'Holes' and 'Oliver' to explore how the treatment of children has changed over time.	Encouraging wider reading of the treatment of children through newspapers and magazine articles.
	Journalism Students will analysis text focusing on how language is used to inform readers.	Exploring different tabloids and broadsheet articles that are available both in print and on line.
	Witchcraft Through Shakespeare's 'The Tempest and 'A Midsummer Night's Dream', students will explore the theme of magic.	Examine the background to the play, research how magic was viewed by the public in C16th.
	Power and Freedom Students will analysis of writer's craft, and how effective a piece is based on purpose, language and audience, They will write their own empowering speech to persuade an audience.	Discuss power within relationships and how people display signs of power and authority
	Music Students will explore a range of musical lyrics, rhymes and rhythm and the influence of artists on modern culture.	

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DESIGN TECHNOLOGY

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Mrs Crabtree</p> <p>Year 7 Teachers: Mr Clark Miss Thomson Miss Osbourne Miss McCreedy Mrs Regan-Kellett</p>	<p>Module 1 Resistant Materials Students work with plastic to design and make a phone holder. They continue to develop their practical making skills and use a variety of tools and equipment safely, including CAD/CAM to construct a final product. They also build on their knowledge and understanding of the design process.</p>	<p>Students are provided with a homework that contains a range of tasks that support the work carried out in class. They should look at materials, consider how things work, their function and who products are aimed</p>
	<p>Module 2 Textiles Students design and make a character cushion using recycled materials and components. They consider the use of decorative techniques, applique and embroidery. They develop skills in taking accurate measurements in order to produce a template for the cushion. They build on sewing skills and use the sewing machine to construct and finish the final outcome.</p>	<p>Students are provided with a homework booklet that contains a range of tasks that support the work carried out in class. Students can be encouraged to gather unwanted textiles and components that can be used to make their cushion.</p>
	<p>Module 3 Food Technology In year 7 students follow the theme of The Eat Well Plate. Students explore a range of food groups including ways to include fruit and vegetables in their diet, they consider nutritional values and how they can contribute to a healthy balanced diet.</p>	<p>Students are provided with a homework booklet that contains a range of tasks that support the work carried out in class. They can be supported in sourcing ingredients and gathering feedback about the products they have made</p>

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Music

SUBJECT TEAM	YEAR 7 CURRICULUM		HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT
<p>Subject Leader: Mrs. L Robinson</p> <p>Year 7 Teachers: Mr Mason Mrs. Robinson Mr Purse Mr Sharrock Miss Whelan Miss Perry Mr. Risebrow Miss Hardman</p>	<p>Football (Girls and Boys) Basic dribbling skills (inside foot) Basic passing skills (inside and outside foot) Shooting using inside foot Tackling (block tackle) Basic rules and tactics for game and tournament play</p>		<p>For all PE activities :</p> <p>Use assessment grids to self-assess performance set targets for progress.</p> <p>Attend co-curricular activities.</p> <p>Watch the sport (either on TV, YouTube etc. or live performances).</p>
	<p>Netball (Girls) Ball familiarisation and fundamental movement skills such as footwork patterns. Basic shooting. Basic defending and dodging. Playing positions and game play/game rules.</p> <p>Baseline Testing (Boys and Girls) General fitness testing and introduction to Core Sports.</p>	<p>Rugby (Boys) Tag Rugby (Girls) Ball familiarisation Passing and receiving the ball Beating an opponent – attacking play Tackling – defensive play Rucking, Scrums Basic Rules</p>	
	<p>Gymnastics and Dance (Boys and Girls) Body tension and posture Basic balances (Pair and individual) Different types of roll (Forward, backward, side) Basic flight (Benches, low boxes and horses) Travel using low apparatus Set phrase and developments to music</p>	<p>Table Tennis (Boys) Basic grip and ball familiarisation Basic serving Forehand push Backhand push Basic rules and tactics for game/tournament play</p>	
	<p>Athletics (Boys and Girls) Running style (pacing and middle/long distance) Sprint starts and sprint technique Basic High Jump, Long Jump, Shot Put, Javelin, Discus</p>		
	<p>Cricket (Boys) Throwing/Catching Off/On Drive Forward/Backward Defensive Fielding, Long Barrier Bowling, Basic rules</p>	<p>Rounders (Girls) Ball familiarisation Catching Bowling Overarm throwing and running onto the ball Batting Fielding and rules of the game</p>	

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DRAMA

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Mrs C Hopkins</p> <p>Year 7 Teachers: Miss S Trkulja</p>	<p>Introduction to Drama This unit introduces students to the basic skills of Drama, including mime, storytelling and still images.</p>	<p>Support with homework set, including researching further into topics to give a broader understanding of the topic.</p>
	<p>Greek Theatre This unit explores the theatre of ancient Greece, with a focus on the amphitheatres and the Greek chorus.</p>	<p>Encourage students to further their understanding through visiting the BBC Bitesize website;</p>
	<p>Melodrama Students explore the genre of melodrama, looking at silent films and stock characters.</p>	<p>http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/</p>
	<p>Charlie and the Chocolate Factory This unit introduces physical theatre and characterisation through the story of 'Charlie and the Chocolate Factory'.</p>	<p>Encourage students to take part in school drama clubs, including school productions.</p>
	<p>A Midsummer Night's Dream This unit focuses on the creation of characters through performance skills, looking at the characters from Shakespeare's 'A Midsummer</p>	<p>Some students benefit from joining drama clubs outside of school to help with confidence and to work alongside others.</p>
	<p>Matilda Students explore the story, characters and language of Matilda through explorative strategies such as cross-cutting, role play and still image.</p>	

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ETHICS AND PHILOSOPHY

SUBJECT TEAM	YEAR 7 ETHICS & PHILOSOPHY CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT
<p>Subject Leader: Mr. P Logue</p> <p>Year 7 Teachers : Mr. Bailes-Brown Miss Cooper Mrs. Donohue Mr. Eckersley Mr. Logue Miss Ratcliffe Mrs. Souster</p>	<p>Topic 1: Why do we need rules?</p> <p>This unit will reflect upon the impact of rules upon our lives</p>	<p>Encourage your son/daughter to discuss current affairs at home. Follow global events, attitudes and opinions by watching the news regularly.</p>
	<p>Topic 2: What is God?</p> <p>This unit examines a range of beliefs relating to God or gods as well as agnosticism and atheism.</p>	<p>Read up on global events by picking up one of the free newspapers in the atrium newsstands each day.</p> <p>Discuss with your son/daughter why rules exist and the balance between rights and responsibilities.</p>
	<p>Topic 3: What does it mean to be human?</p> <p>This unit focuses on the characteristics that make us human, including whether the soul exists, and includes debates on human rights and Britain's role in shaping them</p>	<p>Research religious beliefs online, using websites such as BBC Bitesize, or watch documentaries on YouTube</p> <p>Reflect upon different beliefs surrounding God, including alternative views and atheism.</p>
	<p>Why is the Middle East always in the news?</p> <p>This unit examines the significance of Jerusalem to different religions.</p>	<p>Encourage your son/daughter to use the BBC website to read news articles relating to Israel and Palestine.</p>

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GEOGRAPHY

SUBJECT TEAM	YEAR 7 HUMANITIES CURRICULUM (GEOGRAPHY)	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Mrs. C Wheller</p> <p>Year 7 Teachers: Miss Souster Mr. Bailes-Brown Mrs. Rhymes Ms. Donohue Mr. Eckersley Miss Cooper Miss Ratcliffe</p>	<p>Topic 1: Managing Earthquakes and Volcanoes</p> <p>Students will discover where earthquakes and volcanoes are found, why earthquakes and volcanoes happen, how they affect us and why people live near to earthquakes and volcanoes?</p>	<p>Students are encouraged to visit the school library to investigate the wide variety of books available or view the numerous website suggestions for further research or play the informative on-line games</p>
	<p>Topic 2: Extreme Environments</p> <p>Students learn what extreme environments are and where are they found such as Antarctica. Why we have extreme environments and how people, plants and animals have adapted to living in extreme environments</p>	
	<p>Topic 3: Managing Ecosystems</p> <p>In this topic, students discover what ecosystems are, how they work and how humans interact with ecosystems</p>	

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HISTORY

SUBJECT TEAM	YEAR 7 HISTORY CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Mrs. Rhymes</p> <p>Year 7 Teachers: Mr. Bailes-Brown Miss Cooper Mrs. Donohue Mr. Eckersley Miss Ratcliffe Mrs. Souster</p>	<p>Topic 1: How have invaders changed History? What is History? Who were the Romans and how did they live? How did invaders change Britain? How did the Normans change Britain?</p>	<p>http://www.bbc.co.uk/bitesize/ks3/history/the_wider_world/the_roman_empire/revision/9</p> <p>http://www.historyforkids.net/ancient-rome.html</p>
	<p>Topic 2: How did life change during the Middle Ages? Was there a difference between lifestyles of the rich and poor? How and why did people begin to challenge authority? Were medieval kings more or less powerful by the end of the Middle Ages?</p>	<p>http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/everyday_life_middle_ages/revision/8/</p> <p>http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/</p>
	<p>Topic 3: How did the power of kings change under the Tudors and the Stuarts? How did the Tudors get into power? What did the Tudors change in Britain? How different were the reigns of the different Tudors? How did the Stuarts get into power? Why was there a Civil War in England? Why did the English execute Charles? Why was the monarchy restored?</p>	<p>http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/</p>

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PSHE

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
Subject Leader: Mrs. C Scrivener-Wallace Year 7 Teachers: Mrs Rampley Mr Ogunmodede Miss Aphale Miss Samuels Mrs Regan-Kellett Mr Knight Miss Roberts Miss Cottrell Miss Salam	Managing change <ul style="list-style-type: none"> Transition and settling in including road safety MAA specific advice of who to see, making friendships, strategies for dealing with conflict in friendships and exiting friendships without conflict Self-management and organisation 	<p>Encourage your son or daughter to try their best in every endeavour.</p> <p>Re-iterate that intelligence can grow with effort and practice.</p>
	Hopes/fears and aspirations <ul style="list-style-type: none"> The relationship between our thoughts and feelings and our behaviour Active listening Self-concept, willpower and delayed gratification Healthy diet and lifestyle 	<p>Encourage your son/daughter to approach their tutor and/or House manager if they have any concerns.</p> <p>Parent channel TV is free and offers guidance upon how parents can tackle a range of issues that may impact upon their child's wellbeing:</p>
	Understanding money <ul style="list-style-type: none"> Needs and uses of money Currency How interest is calculated How banks and bank accounts work Supply and demand and the impact on prices Inflation The role of the Bank of England 	<p>http://www.familylives.org.uk/how-we-can-help/parentchannel-tv</p> <p>Childline offers guidance on dealing with a range of issues, as well as 'talk to frank' (see links below)</p> <p>http://www.childline.org.uk</p>
	SRE <ul style="list-style-type: none"> Identifying and describing the changes that accompany adolescence, Puberty - identifying how hormonal changes impact upon you physically and emotionally Male and female reproductive systems Healthy relationships (identifying the qualities of) Peer pressure and strategies for dealing with peer pressure 	<p>http://www.talktofrank.com/</p>

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CITIZENSHIP

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Mrs. C Scrivener-Wallace</p> <p>Year 7 Teachers: Mrs Rampley Mr Ogunmodede Miss Aphale Miss Samuels Mrs Regan-Kellett Mr Knight Miss Roberts Miss Cottrell Miss Salam</p>	<p>Introduction to Citizenship</p> <ul style="list-style-type: none"> • Identity and diversity • Fostering a growth mindset • The roles played by public institutions and voluntary groups in society • The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities <p>Laws and Justice</p> <ul style="list-style-type: none"> • The nature of rules and laws • The justice system, including the role of the police and the operation of courts and tribunals 	<p>Encourage your son/daughter to use their access to KUDOS to explore the pathways available to them and the steps they need to take to access them: it's never too early to explore the options available or consider your aspirations.</p> <p>http://www.volunteering.org.uk/</p> <p>The above website will illustrate the role of voluntary groups and ways in which citizens can work to improve their communities.</p> <p>http://www.parliament.uk/education/!</p> <p>is a useful resource for outlining the governance of our country - the section on How Laws are made will be particularly useful.</p> <p>For the role of the police, the following site is useful: http://www.police.uk/information-and-advice/court-service/</p>

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MFL – FRENCH

SUBJECT TEAM	YEAR 7 CURRICULUM	HOW YOU CAN SUPPORT LEARNING AT HOME/SUPPORT MATERIALS
<p>Subject Leader: Mrs. H. McDonald</p> <p>Year 7 Teachers: Mrs. H. McDonald Miss P Samuels Mrs. K A'Court</p>	<p>Topic 1: Me, Myself, I Introduction to the French language. Students will learn the correct pronunciation and intonation, how to listen carefully for gist and detail, how to initiate and develop conversations, techniques for memorising words</p>	<p>Encourage the value of learning French for many reasons: it is a prominent world language; develops cognitive growth; and offers better understanding of first languages; offers cultural richness; increases job and travel opportunities; and offers opportunities to meet new friends.</p> <p>Let your children know that you care about their progress in French</p> <p>Create open, regular lines of communication with your children's teachers and share your enthusiasm about the teaching and learning of French.</p> <p>Celebrate great Vocab test results!</p> <p>Ask your children what they learned in French class and what they liked the most.</p> <p>Offer to help your children study for French tests.</p> <p>Have a French dictionary at home</p>
	<p>Topic 2: My world - Family – Pets - Likes and dislikes Students learn the correct pronunciation and intonation, how to ask and answer questions, to use their knowledge of English or another language when learning the target language, <u>communicating with native speakers [for example, in person, by correspondence]</u>, communicating in the target language in pairs and groups, and with their teacher</p>	
	<p>Topic 3: The Wider World, My school, French school life, Time and timetables Students will learn how to express themselves using a range of vocabulary and structures. How to ask and answer questions and use dictionaries. Working with authentic materials in the target language, expressing and discussing opinions</p>	
	<p>Topic 4: Wrong Worlds Descriptions of self and others, Identity cards 'Wanted' posters Learn the grammar of the target language and how to apply it. How to adapt language they already know for different contexts. Identifying the grammatical function of unfamiliar words or similarities with words they know. Working with authentic materials in the target language using ICT</p>	
	<p>Topic 5: Imaginary worlds Daily routine Student learn how to express themselves using a range of vocabulary and structures. How to listen carefully for gist and detail. How to initiate and develop conversations and how to use context and other clues to interpret meaning</p>	
	<p>Topic 6: World news French speaking countries, Compare and contrast different routines Students will cover how to adapt language they already know for different contexts, how to use context and other clues to interpret meaning, how to use reference materials appropriately and effectively and, considering the experiences and perspectives of people in these countries and communities.</p>	