



THE YEAR 7 CURRICULUM@ ALDERBROOK



'If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.'

Carol Dweck

AMBITION | BRAVERY | KINDNESS

Ambition for our Year 7 Curriculum:

Our Year 7 curriculum aims to build on learning at Key Stage 2, offering challenge and aligning with the National Curriculum for Key Stage 3. The key skills required for GCSE qualifications are introduced in Year 7, whilst we teach students the broad subject content of the 18 subjects on offer in our curriculum. This includes an Aspire lesson where the behaviours and habits for successful learning at Alderbrook, are explicitly taught. This learning is also developed in form time as form tutors help students to manage their personal organisation including homework scheduling, and preparation for class tests. Our Life Ready Award provides a platform for students to develop their confidence and identify their strengths, as they grow through their first year at Alderbrook. This award provides a great platform for teachers, parents/carers and other adults in a child's life, to support their overall development.

We establish a baseline starting point for each Year 7 student, using their Key Stage 2 data and our own baseline assessments. We then support students to make progress, celebrating strengths and identifying areas for improvement. For further information about how this works, please refer to the school website: **Curriculum, Assessment**. Class assessments take place at the end of a topic to check overall understanding of a topic and retention of prior topics. Opportunities are created for students to revisit their learning and address misconceptions. Year 7s will sit formal Assessments at the end of the Spring Term, which will test their learning from the start of the year. This process of revisiting learning content is important as it allows students to practise strategies for revising and develop their long-term memory. This foundation of learning is very important at the start of Key Stage 3.

The development of literacy and numeracy remain vital skills in Year 7, as they would have been in Key Stage 2. All Year 7s should carry a reading book with them. They will be required to read in form time and will take part in the Accelerated Reader programme which encourages them to check their comprehension of books they read through a series of quizzes. Reading every day, should be encouraged at home. All teachers will support students to develop their literacy, particularly through reading in lessons and learning key vocabulary. All Year 7 students will have a Knowledge Organiser containing key facts and vocabulary for each of their subjects.

Bravery:

Year 7 is an exciting year of transition, which some students are very ready for, whilst others will find this more daunting. For all however, this is a year of great change, as students move from being the 'eldest' to being the 'youngest' students in a large school. To support them, Year 7s will have their own outdoor space for break and lunch time, and will follow a programme of assemblies, Personal and Social lessons, and Life Ready Days which are designed to provide age appropriate learning and help students to make sensible decisions as they embark on their 'big school' journey. We will encourage students to participate in the very broad range of extra-curricular activities we offer, which can be found on the school website. This will help them to meet more students and enjoy an active start to their Alderbrook school life.

Kindness:

In our **Year 7 Pastoral System**, Year 7s will have a form tutor and a Year 7 tutor group they will meet each day. This will be the key member of staff who will support your child with any pastoral issues they may have. The Pastoral Manager will provide further support where needed, and the Head of Year will oversee the overall progress and well-being of students. **The Head of Year 7 is Mrs C. Barrett, and the Pastoral Manager for Year 7 is Mr. M Stockman.**

Topic Tracker

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Formal elements – drawing a shoe.	Drawing Skills developed	Colour Theory	Crafty-Exploring a theme and recalling skills	Crafty- Using imagination and creativity to design and being influence by designers and crafts people	Crafty- Making 3D clay outcome relating to theme and transfer of 2D to 3D skills.
Aspire	Planning for success. Routines and habits.	Growth mindset. Collaboration, kindness, behaviour.	Responding to feedback. Your brain, revising and memory.	Collaboration and leadership.	Personal presentation. Project collaboration.	Reflection and target setting.
Computing	E-Safety	Computers in the workplace	Computational Thinking	Text-Based Programming	Cybercrime	Computing Project
Dance	Baseline Assessments as part of the P.E activities.	Around the World	Around the World	Around the World	Dance recommences as a Performing Arts subject in Year 8	Dance recommences as a Performing Arts subject in Year 8
Drama	Darkwood Manor	Darkwood Manor	Twisted Tales	Twisted Tales	Circus!	Circus!
English	Pre 14 Prose Literature Focus A study of Oliver Twist By Charles Dickens	Pre 14 Prose Literature Focus A study of Oliver Twist By Charles Dickens	The Power of Persuasion Transactional writing	Femme Fatale A study of extracts from female writers	Heroes and Villains in Shakespeare A Study of ‘Romeo and Juliet’	The Power of Identify A study of a selection of Post 1914 Poetry
Food	Hygiene Knife Safety	Oven Safety Nutrition	Food Provenance Chinese Culture	Fish Sustainability	Food Miles Fruit and Vegetables	Balanced Diet Fruit and Vegetables
French	Meeting and Greeting	Describing People	Talking about family	School Life	School Life	My Town
Mathematics	Decimals	Percentages	Formulae and expressions	Algebraic methods	Ratio notation. Averages.	Shape and angles.
Geography	Geographical Skills	How does weather and climate impact rivers?	Development Gap between the UK and poor countries.	UK coastal ecosystems and landscapes	Human Urban environments - Birmingham	Cold Environments
History	Introduction to History / The Norman Conquest	How William Controlled England/ The Church in Medieval England	Medieval England: Thomas Becket, King John and the Magna Carta	The role of Tudor monarchs	The Industrial Revolution	The Romans in Britain

Music	Find Your Voice	Keyboard skills	Elements of Music	Instruments of the Orchestra	Ukulele	World music
PE	Introduction to Secondary School PE/ Baseline assessment	Introduction to Secondary School PE/ Baseline assessment	Introduction to Secondary School PE/ Baseline assessment	Introduction to Secondary School PE/ Baseline assessment	Introduction to Secondary School PE/ Baseline assessment	Introduction to Secondary School PE/ Baseline assessment
PSHCE	Recovery – relationships, hope, wellbeing.	Positive relationships, types of relationships, role of parents	Values and goals, diversity and stereotyping, acceptance	Internet safety and evaluation of harms, illegal substances	Positive behaviours and recognising bullying and abuse, rights.	Lawful society, illegal actions.
RE	Rules for Living	Sacred texts	Places of worship	The Life of Jesus	The life of Jesus	The Life of Muhamad
Science	Skills/Forces/Organisms/matter	Forces / Organisms / matter	Electricity and electromagnets / Genes/ reactions	Electricity and electromagnets / Genes / reactions	Energy / ecosystems / Earth	Energy / ecosystems / Earth
Spanish	Greeting people and introducing yourself	Describing what you and others look like	Taking about hobbies and sports	Describing the area where you live	Talking about places in town	Giving opinions about school subjects
Technology	Signs	Core Skills	Designs in Textiles	Eco-Designs	Wider Use of Textiles	On the Level

Life Ready Day 1	TBC
Life Ready Day 2	TBC
Life Ready Day 3	TBC

Aspire

‘Just because someone can do something with little or no training, it does not mean that others can’t do it (and sometimes do it even better) with training’. Carol Dweck

Aspire lessons support students to transition from primary to secondary school, developing an awareness and personal evaluation of the habits and skills needed to be a successful learner.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Planning for success. Making use of your knowledge organiser. Classroom behaviour and independent learning.	Employability skills. What is a growth mindset? Personal presentation and first impressions	Personal safety, on and offline. Revising and remembering knowledge. Study habits	Collaborative skills. Leadership skills.	Putting the ‘U’ in value – collaborative project.	Reflection on your learning journey. Personal statement.
Key Assessments	On- going reflection on personal habits and skills, aligned to ‘skills for success’ based on employability and learning skills.					
Important literacy	Students are introduced to the language of learning including: collaboration, leadership, empathy, listening, perseverance, planning, reflecting, resourceful, noticing detail.					
Wider skills and enrichment	Students are given the opportunity to complete their Life Ready Passport – evidencing how they meet the criteria associated with each of the key skills. Note the headlines of skills for success developed particularly this year, extra-curricular, artist visits/trips, and employer led learning. Capture the ‘cultural capital’ here (likely to be SMSC related). Must truly reflect practice and intent.					
How you can help your child at home	Encourage students to complete their Life Ready Award which aims to encourage students to develop an awareness of their personal strengths and characteristics. This also helps to support students to attempt tasks taking them out of their comfort zone.					

Art

'All children are artists. The problem is how to remain an artist when one grows up' Picasso
'In a gentle way, you can shake the world' Mahatma Gandhi

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Formal Elements; <ul style="list-style-type: none"> Line Tone Shading Proportion Form. Using pencil. <p>Series of exercises.</p> <p>Baseline study of a shoe.</p>	Formal Elements: <p>Independently recording objects from direct observation a03.</p> <p>Application of formal elements.</p> <p>Introduction to research analysis and presentation when relating to artists</p>	Colour Theory; <p>Colour wheel</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary colours</p> <p>Complimentary</p> <p>Pastel.</p> <p>Mixing tones.</p> <p>Application of paint</p> <p>Mixing tones</p> <p>Series of exercises</p>	Crafty <p>Exploring a theme eg; Fish.</p> <p>Making a series of observations related to a theme.</p> <p>Re-using and adding to developing recording skills as the subject is explored.</p>	Crafty <p>Relating to craft artists and designers to understand a process a01</p> <p>Researching, analysing and presenting information.</p> <p>Using design skills creativity and imagination as part of a 2D-3D process</p>	Crafty <p>Understanding and Completing the making of a designed artefact.</p> <p>Following a craft process-clay.</p> <p>Realising intentions from 2D to 3D.</p>
Key Assessments	Formative assessment.	Summative assessment. Peer feedback.	Summative Assessment	Summative Assessment..	Summative assessment. Peer assessment.	Final summative assessment
Important literacy and numeracy developed	Having an understanding of key language and terms supported by worksheets of literacy used within art & design; formal elements and colour wheel. Having an understanding of how to research, react and analyse as well as present a01 components and criteria linked to research and artists.					
Wider skills and enrichment	Aspects of decay and analytical drawing- dead things and life cycles as well as natures beauty. Environmental- considerations to bigger picture- plastic pollution in sea, fragility of ecosystems, British bird conservation.					
How you can help your child at home	<p>Encourage them to explore and research artists as well as visit and enjoy creative and cultural establishments. Enjoy the arts in its wider representation; through galleries and exhibitions, crafts, theatres with sets and costumes and designs within homes and within the world around you. Art is everywhere in our daily lives.</p> <p>On You tube series of tutorials- Sally Roundell and http://thevirtualinstructor.com try art exercises outside of the Alderbrook Art curriculum also from https://classroom.thenational.academy/</p>					

Computing

‘The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge.’ Stephen Hawking

Skills developed over the course of this year prepare students to become more adept at using technology safely, efficiently and productively. These skills will serve as the foundation for further learning through students’ academic and working careers.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	E-Safety: <ul style="list-style-type: none"> Basics of digital literacy Privacy Settings, Restrictions & Personal Data Sharing Content Safely Cyberbullying & Mental Wellbeing Accountability Staying Safe Online Social Media 	Computers in the Workplace: <ul style="list-style-type: none"> Analysing Data Excel basics Mail Merge Database basics 	Computational Thinking: <ul style="list-style-type: none"> Binary Abstraction Decomposition Following algorithms Flowcharts Scratch Python 	Text-based Programming: <ul style="list-style-type: none"> Sequence Selection Iteration Data Types 	Cybercrime: <ul style="list-style-type: none"> What is Cybercrime? Types of Malware Hacking Cybercrime and the Law 	Human-Computer Interaction Project: <ul style="list-style-type: none"> Project Lifecycle Planning Research Prototyping Reacting to Stakeholder Feedback Project Evaluation
Key Assessments	Mini Assessment Based on e-Safety and Digital Literacy	Summative Assessment 1 Covering all content taught until this point	Mini Assessment Primarily based on Computational Thinking	Summative Assessment 2 Based on all content covered until this point	Mini Assessment Primarily based on Cybercrime	Summative Assessment 3 Based on all topics covered throughout the year
Important literacy and numeracy developed this year	Literacy – key terminology related to Computing: binary, programming, iteration, digital literacy, cyberbullying, malware, databases. Extended writing tasks in key assessments, and using technology to aid literacy for project based work. Numeracy – formulas and functions using Excel, logic based maths for programming, binary calculations					
Wider skills and enrichment	Students will have access to an after-school Computing Club if they wish to attend, though this is on a first-come, first-served basis. Opportunities throughout the year to take part in nation-wide competitions and activities related to Computing, such as cybersecurity. Transferable skills are developed in this subject, namely creativity, problem-solving and resilience.					
How you can help your child at home	Guide use of technology at home for productive tasks such as online research, discuss current issues related to technology to encourage further interest. Encourage students to practice programming and skills learned in class at home. For additional activities go to https://www.thenational.academy/ or BBC Bitesize.					

Dance

‘One world, many cultures’ Stuart Hirschberg & Terry Hirschberg

Most pupils in KS2 learn dances from other countries, often this includes India and Africa. They have learned this often in the context of wider curriculum study about that culture. This scheme aims to create a wider perspective of the stylistic influences a ‘country’s context’ can have on the style of movement across the world, gaining an understanding of how historic and social influences can impact on the shape and structure of a country’s national movement heritage.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Baseline activities as part of the PE curriculum	· Knowledge acquired: reasons for people dancing in different parts of the world (tribal, religious, tradition, social, education, expression, ceremonies and celebrations) · Learn and apply stylistic features in choreography and performance: Bollywood, Capoeira, American Line Dancing and the Haka. · Develop an understanding of social, historical and cultural influences on the development of dance styles from different countries.			Skills and knowledge further developed in year 8 Dance as a Performing Arts subject.	Skills and knowledge further developed in year 8 Dance as a Performing Arts subject.
Key Assessments	Baseline assessment	Choreography is assessed throughout the project: combine movements and design an imaginative and authentic short sequence for styles from different countries. Performance is assessed at the end of most lessons: apply performance skills to a range of dance styles from around the globe. Appreciation continual reflection: students evaluate their work and the work of others in relation to their learning about dance styles from around the world.			Performance, choreography and appreciation will be developed further in year 8 Dance as a Performing Arts subject.	Performance, choreography and appreciation will be developed further in year 8 Dance as a Performing Arts subject.
Important literacy and numeracy developed this year	Literacy: Keywords introduced and understood: motif, action, dynamic, terms of dance styles Numeracy: Rhythmical content often in music or sound can encourage numerical connections. Sequencing of numbering action					
Wider skills and enrichment	Artistry and creativity · Identity/diversity/tolerance - collaborative tasks to promote working respectfully with others · Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the range of cultures in the world and in our school environment.					
How you can help your child at home	Engage in discussion about the social, historical and cultural influences of different groups of people. Enjoy watching your child rehearse their work and performing to you, share your appreciation of their work drawing attention as to how you recognised the style they were performing.					

Drama

'What is drama but life with the dull bits cut out' Alfred Hitchcock

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Basic improvisation and scene building. Basic staging and character work. Creating a scene, telling a story. Performing and staying in role. Evaluating yours and others' work. Being in role with teacher.	Using new drama tools and recognising good performance skills. Devising a Freeze or tableaux, thought tracks, polished improv. Performing with these tools. Appraising the use of these tools in others	Developing an understanding of 'real world' drama and thinking about playing reality. Understanding context – Victorian England. Exploring language and status in performance. Developing empathetic responses in appraising a role.	Developing the ability to adapt a role and play different types of roles. Exploring posture and gait. Exploring vocal textures. Exploring emotions in performance.	Developing the concept of abstraction, symbolism and mime. Creating objects and locations through mime. Using angles and staging to conceal or show. Recognising the power of physicality in performance.	Applying learnt skills to an extended performance piece. Combining learnt skills by using mime and vocal textures. Developing and shaping a piece with a complex structure. Giving critical feedback to others.
Key Assessments	Sustaining a character in a short performance.	Showing the application of drama tools in a short performance.	Playing a 'real world role' in a short performance and appraising others' performances.	Playing more than one role in a performance with more than one scene.	Showing how mime and symbolism can be used in a short performance.	Perform a multi-scene show using mime and staging angles. Appraising others' work.
Important literacy and numeracy developed this year	Literacy: Interpretation of text, developing their own language for performance, understanding how words become stage action. Numeracy: The structure of scenes and acts in a play text, using patterns and rhythm in movement and improvisation.					
Wider skills and enrichment	Team work, collaboration, communication skills, negotiating, leading and being led, resilience, meeting deadlines, organising an event, oral presentation, decision making.					
How you can help your child at home	Encourage a positive mindset when working with others, support with the natural anxiety to performing, encourage your child to get involved in extra-curricular drama.					

English

'Today a reader tomorrow a leader' Margaret Fuller

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Oliver Twist Literature focus To acquire knowledge regarding the social historical context of the novel: Pre 1914 text. Selecting and developing apt quotations. Identifying and exploring the writer's methods. Identifying and using relevant terminology. Developing and exploring ideas about the text and linking these, where relevant to ideas that support the text's context.	Oliver Twist Language focus Selecting and developing apt quotations. Identifying, explaining and exploring the writer's linguistic, literary and structural methods. Identifying and using relevant terminology to support and strengthen points.	The Power of Persuasion Language focus Communicating ideas clearly. Adapt writing so that it is suitable for a range of audiences and purposes. Learning to use a range of linguistics / literary and structural devices. Learning to use a range of punctuation to promote clarity and to create effect. Using standard English and ensuring the employment of spelling strategies for more complex vocabulary.	Dystopian Fiction Language focus Selecting and developing apt quotations. Identifying, explaining and exploring the writer's linguistic, literary and structural methods. Identifying and using relevant terminology to support and strengthen points.	Romeo and Juliet Heroes and Villains in Shakespeare To acquire knowledge regarding the social historical context of the novel: Pre 1914 text. Selecting and developing apt quotations. Identifying and exploring the writer's methods. Identifying and using relevant terminology. Developing and exploring ideas about the text and linking these, where relevant to ideas that support the text's context.	Identify through Poetry Language focus Communicating ideas clearly. Adapting writing so that it is suitable for a range of audiences and purposes. Learning to use a range of linguistics / literary and structural devices. Learning to use a range of punctuation to promote clarity and to create effect. Using standard English and ensuring the employment of spelling strategies for more complex vocabulary.
Key Assessments	English Literature assessment	English Language - Paper 1, Question 1-2 assessment	English Language Paper 2 – Question 5 assessment	English Language Paper 1 – Questions 2-3 assessment	English Literature assessment	English Language Paper 1 – Question 5 assessment
Important literacy and numeracy developed this year	Literacy: Key terminology and spellings which will be signposted on knowledge organisers for all units The ability to build on the skills of reading and comprehension through practising the techniques of skimming and scanning, reading for meaning, note making and question posing when reading a text. Numeracy: Working with the chronological order of sequencing and events.					
Wider skills	Understanding and discussion of issues around identity and social responsibility (SMSC) through the study of the wider literary texts.					
How you can help your child at home	Knowledge organisers will be issued at the start of a new unit and we would encourage these to be learned at home so that they can support the learning in school. Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/levels/z98jnp3					

Food

'Food is the place where you begin' Vandana Shiva

Students will have had different experiences of food and nutrition depending on their primary school and interest at home. Year 7 experience is about making sure the students can use equipment safely and confidently while making a variety of healthy dishes. Exploring each of the nutrients, why we need them and where do we get them and looking at the eatwell guide to understand a balanced diet. This year we will focus on fruit and vegetables and explore Chinese Cuisine.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Practical: Chopping skills Fruit Salad Theory: Kitchen Routine Safe Storage Food Poisoning	Practical: Pasta Salad Fruit Muffins Theory: Macronutrients The Eatwell Guide	Practical: Group Stir Fry Theory: Where food comes from Chinese cuisine Sensory Analysis How we taste food How to conduct a profiling taste test	Practical: Salmon Fish Fingers Mexican Pockets Theory: Classification of fish Nutrients in fish Sustainable fishing	Practical: Fruit Crumble Enzymic Browning Experiment Theory: Advantages and disadvantages of food miles Nutrients in fruit and vegetables Government guidelines 5 a day Science of enzymic browning	Practical: Summer Pudding Mini ham and onion rostis Theory: Nutrients in fruit and vegetables Seasonal foods Balanced diet
Key Assessments	Mini Assessment Fruit Salad Evaluation	Mini Assessment Where do nutrients come from?	Mini Assessment Taste test evaluation	Mini Assessment Spelling Test	Mini Assessment 5 a Day poster	Summative Assessment Based on all topics covered throughout the year
Important literacy and numeracy developed this year	Literacy – developing the understanding of new terms/vocabulary. Reading recipes. Extended writing in the evaluation assessments. Numeracy – Developing accuracy in weighing, measuring and timing.					
Wider skills and enrichment	Resourcefulness – developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with assignments. Reciprocity – Working as a team in a practical context.					
How you can help your child at home	Encourage organisation to bring ingredients for practical lessons. Encourage your child to help prepare and cook dishes at home. Further information, activities and recipes can be found at www.foodafactoflife.org.uk					

French

'He who has two languages has two souls' Quintus Ennius

Skills developed over the course of this year prepare students to become more confident language learners covering both language and grammar points that will be transferred and extended in Year 8. Wherever possible aspects of the GCSE language course are introduced at an appropriate level.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Introduction to 'La Francophonie'. Recognising and pronouncing key sounds in French. How to introduce yourself and provide personal information such as name, age and birthday.	Saying where you live and what nationality you are. Describing a person's appearance and personality. Answering and asking questions	Giving simple opinions. Using connectives and comparisons to add detail. Describing members of the family. Developing grammatical awareness.	Talking about school subjects and teachers. Giving positive and negative opinions. Describing a school and its facilities.	Describing school uniform. Learning how to tell the time in French. Introducing simple plans. Using frequency and sequencing words to add detail.	Describing a town, giving directions, extending the use of adjectives and opinions. Suggesting and making plans to go out. Developing the use of the future tense.
Key Assessments	Formative assessment in lessons	End of topic assessment of key skills - Listening and Speaking	Formative assessment in lessons	End of topic assessment of key skills – Reading, Writing and Translation	End of Year Whole School Exams Listening, Reading Writing, Speaking and Translation	Formative assessment in speaking and writing.
Important literacy and numeracy developed this year	Learning key grammar concepts, identifying word type (noun, verb, adjective) and conjugating verbs. Using a bilingual dictionary. Use of arithmetic to practise numbers in French, telling the time and analysis of patterns. Gradually increasing the level of complexity of language used. For example, making comparisons and using negative structures.					
Wider skills and enrichment	Cultural Capital – Research on a French-speaking country, introduction to French cinema, music and television. Learning about Christmas traditions in a French-speaking country. Comparing differences between schools in the UK and French-speaking countries. Skills for Success – developing communication skills via short roleplays and using the target language (French) as much as possible.					
How you can help your child at home	At the front of every pupil work booklet is an overview of the topic content that you and your child can refer to for support. In addition, your child will be given clear instructions on how to register with Quizlet – a mobile and web-based study application that allows students to practise and learn key language at home (meaning, spelling and pronunciation). Regular Quizlet study sets will be provided by the French Department in line with the scheme of work via Class Charts. We strongly urge all students to have their own pocket-sized bilingual dictionary. We recommend www.bbc.co.uk/bitesize for online support – head to the secondary curriculum where you will find the French resources.					

Geography

“Geography is the subject which holds the key to our future” Michael Palin

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Continents and Oceans Latitude and longitude. What is the UK? OS map skills 4 and 6 figure grid references, symbols, scale and contours Assessment feedback and target setting</p> <p>Videos and tasks on map skills found at: https://classroom.thenational.academy/units/map-skills-78f1</p>	<p>Climate of the UK How rivers behave Weather hazards in the UK – River Severn Flooding River management How to structure a 6 mark answer Assessment feedback and target setting</p> <p>Videos and tasks on Rivers found at: https://classroom.thenational.academy/units/rivers-6ba1</p>	<p>World population Link quality of life to where we live Urbanisation – understanding the definition Development – understanding the definition and indicators used Causes of uneven development - the gap Population through time Fair trade Assessment feedback and target setting</p> <p>Videos and tasks on development and population found at: https://classroom.thenational.academy/units/development-c36b https://classroom.thenational.academy/units/population-d3f0</p>	<p>Ecosystems and food webs Causes and consequences of breaking them UK coastline environments Coastal processes and features Conflict at the coast Embedding - Practising a 6 mark question Assessment feedback and target setting</p> <p>Videos and tasks on ecosystems and coasts found at: https://classroom.thenational.academy/units/ecosystems-1e69 https://classroom.thenational.academy/units/coasts-1033</p>	<p>UK human features Distribution of UK wealth UK employment structure Burgess model focussed on Birmingham OS map skills of Birmingham · Quality of life in Birmingham Migration in Birmingham · challenges and opportunities in Birmingham Transportation in Birmingham – intro sustainability Assessment feedback and target setting from mock</p> <p>Videos and tasks on urban areas at: https://classroom.thenational.academy/units/issues-of-urbanisation-808e</p>	<p>Locate cold environments on our planet Key physical features Opportunities and challenges in cold environments Conflict in cold environments Assessment feedback and target setting</p> <p>Videos and tasks on cold environments and Russia found at: https://classroom.thenational.academy/units/the-geography-of-russia-ce05</p>
Key Assessments	<p>Mini assessment on latitude and longitude and UK End of unit assessment embedding mini assessment and OS map skills</p>	<p>Mini assessment on how rivers behave and UK climate and includes embedding skills from previous topic. End of unit assessment with skills and literacy embedding</p>	<p>Mini development assessment with embedding, literacy and skills. End of unit comparing levels of development between countries</p>	<p>Mid assessment of ecosystems and coasts with embedding literacy and skills. End of unit including map skills, ecosystems, rivers and coasts</p>	<p>Mid assessment of UK wealth, features and employment structure with literacy and skills. End of unit on urban environments and Birmingham Mock</p>	<p>Create a mini project on why these environments are so fragile and need protecting.</p>
Literacy and numeracy	<p>Literacy – Defining and Understanding the meanings of what development, ecosystems, urbanisation, latitude and longitude, fair trade and the Burgess model mean in Geography. Numeracy – being able to read and locate places on an atlas using latitude and longitude, and on an OS map using 6 figure grid references. Being able to read the story behind the data on graphs. To create a climate graph</p>					
Wider skills	<p>Collaboration, thinking skills, problem-solving, map and atlas skills, data reading and presentation, and answering questions in a structured way</p>					
How you can help your child at home	<p>Students will be set activities in ‘DODDLE’ which will enable themselves to track their own progress over the year. Encourage revision of work. Talk to them about their local place, particularly anything you understand about Birmingham as there will be a focus on this. Point out the motorways and train lines you are traveling on and where they connect Birmingham/Solihull to.</p>					

History

"The more you know about the past the better prepared you are for the future". Theodore Roosevelt

Building on student's study of primary school history before 1066 we explore how the history of England has changed from the Roman invasion to the Industrial Revolution. Exploring this rich history trains student's minds to assemble, organise and present facts and opinions which is excellent preparation for very many jobs.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> - History skills: inference, chronology and reliability. - The Battle of Hastings. - The concept of change. - Causation. - Historical judgement - Use of historical evidence. https://www.bbc.co.uk/bitesize/guides/zsjnb9q/	<ul style="list-style-type: none"> - The development of inference skills. - Judging different perspectives. - How evidence is used rigorously to make historical claims. - The role of government in controlling England. - The Church in the Middle Ages. https://ks3historyhelp.weebly.com/thomas-becket-and-henry-ii.html	<ul style="list-style-type: none"> - Gaining understanding of terms such as 'peasantry' and parliament. - Methods of historical enquiry. - King John. - The Black Death. - Peasants Revolt. https://www.bbc.co.uk/bitesize/guides/zw3wxnb/revision/1	<ul style="list-style-type: none"> - Military invasion. - Historical concepts, such as consequence. - Religious change. - The role and impact of the monarch. https://www.youtube.com/watch?v=rZ_bFDYgK5c https://www.youtube.com/watch?v=JczRpnjNKwc	<ul style="list-style-type: none"> - Local history study. - Britain as the first industrial nation. - Urban life. - Technological developments. - Inference skills. https://www.bbc.co.uk/bitesize/topics/zm7qtfr	<ul style="list-style-type: none"> - The impact of the Roman invasion. - Gain understanding of terms such as empire and civilisation. - Political power in Britain. - Historical judgement. - Use of historical evidence
Key Assessments	Summative Assessment 1: Essay writing	Formative assessment: In class assessment.	Summative Assessment 2: Source skills	Formative assessment: In class assessment.	Summative Assessment 3: Source skills	Summative Assessment 4: Essay writing
Important literacy and numeracy developed this year	Literacy: key terminology related to history such as empire, peasantry and civilisation. Development of literacy through essay writing and how evidence is used rigorously to make historical claims. Numeracy: Chronological understanding.					
Wider skills and enrichment	Students will visit the Black Country Museum reflecting upon local history and the impact this has on the wider world. Transferable skills are developed in this subject, namely critical thinking through making historical judgements about key historical debates.					
How you can help your child at home	Encourage students to read around the topics studied throughout the year and encourage them to take advantage of the various opportunities available such as dramas, documentaries and interactive media.					

Mathematics

‘Nature is written in mathematical language’ Galileo Galilei

The work in Year 7 is crucial as these are the building blocks that are essential for GCSE; you must be fully confident with these topics.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -Understand and use place value for decimals, measures and integers of any size -Use the four operations, including written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, positive and negative Numbers -Applying Bidmas to solve calculations 	<ul style="list-style-type: none"> - Interpret percentages and percentage changes express one quantity as a percentage of another, compare two quantities using percentages -Round numbers and measures to an appropriate degree of accuracy -Recognise and perform calculations involving factors, multiples and primes 	<ul style="list-style-type: none"> – Substitute numerical values into formulae and expressions - Use and interpret algebraic notation such as ab means $a \times b$ $3y$ $y + y$ $+ y$ and $3 \times y$ – Simplify and manipulate algebraic expressions such as collecting like terms multiplying out brackets 	<ul style="list-style-type: none"> -Use algebraic methods to solve linear equations -Recognise simple sequences -Generate and calculate the nth term of linear sequences - Work with co-ordinates in the four quadrants Recognise sketch and produce graphs of linear functions 	<ul style="list-style-type: none"> -Use ratio notation, simply ratios and divide a quantity in a given ratio. -Construct and interpret appropriate tables and charts from data sets -Calculate averages including from a table -Calculate basic probability and be able to use the probability scale 	<ul style="list-style-type: none"> -Calculate and solve problems involving perimeter and area of rectangles, triangles, parallelograms -Understand and calculate volume of shapes -Recognise angle properties, including in simple shapes and parallel lines and use to solve problems
Key Assessments	Formative assessment.	End of topic summative assessment of key Number skills.	Formative assessment.	End of year assessment covering the topics studied in the year school year.	Formative assessment	Formative assessment.
Important literacy and numeracy developed this year	We will revisit the essential skills learnt in Primary School and build on them. These include skills for life such as Decimals (to help with money), Fractions (useful in recipes), Percentages (essential in shopping, tips and business), Interpreting charts and graphs, calculating perimeter and surface area, finding an average, adding units of time, and converting between measures. It is crucial to have confidence in these areas.					
Wider skills and enrichment	We have a week where the focus is on Finance that will help you with your future so you can budget, to be able to afford the things you want like holidays, cars, houses, etc.					
How you can help your child at home	Ensure they complete all independent study and encourage them to use the online support such as Hegartymaths.co.uk and vle.Mathswatch.co.uk .					

Music

'Music awakens the soul' Lailah Gifty Akita

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Find your Voice -Develop vocals skills through warm ups and a range of songs including call and response, pop songs and rounds. -Develop confidence to perform as part of a group. -Learn how to sing in a group with harmony.	Keyboard Unit -Develop understanding of how to read music and play keyboard -Play a series of songs that get harder each lesson. -Develop musicianship and partner skills.	Elements of Music -Develop an understanding of the elements of music and how they are used in music. -Learn how to read and perform from graphic scores. -Use composition skills to create a performance as part of a group.	Instruments of the Orchestra -Learn about the orchestra and the different sections. -Gain an understanding of music is arranged. -Discover great composers and develop listening skills	Ukulele -Learn a series of chords that are progressive. -Play alongside a track to ensure timing and transitions are smooth. -Develop performance skills as a part of a group.	World Music -Learn about music from China, India, Indonesia, Africa and Latin America. -Learn how to improvise over a series of scales. -Develop an understanding of the different instruments used within different cultures.
Key Assessments	Performance of vocals skills to the class. Test on key words.	Performance of student's best song. Test on key words.	Performance of composition as a group. Test on key words	End of unit performance. Test on key words.	End of unit performance. Test on key words.	End of unit performance. Test on key words.
Important literacy and numeracy developed this year	Students will have opportunities to develop their literacy through the range of new words introduced in year 7. This are included as key words on the knowledge organiser. Numeracy in music is being developed through counting beats and through rhythm notation.					
Wider skills and enrichment	Students will develop a range of skills within lesson such as teamwork, confidence, perseverance and bravery. There are many opportunities for students to join extra-curricular music groups such as choir, ukulele group and keyboard club. Students also can attend curriculum-based trips as well as taking part in the Arts Award.					
How you can help your child at home	Please support students by using their knowledge organisers and revision of key words. Regular practice on an instrument can be beneficial so if they have an instrument at home, please encourage their practice. Participation in extra-curricular music groups is also advantageous.					

P.E.

‘Our youth should also be educated with music and P.E.’ Aristotle

Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To develop their technique and improve their performance and refine techniques in competitive sports.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Introduction to PE · Health and Safety in PE · Kit expectations · Cross country · Fitness · Rugby Intro to contact · Football · Gymnastics · Basketball	Warm ups/Cool downs · Invasion games · Net games · Dance · Gymnastics · Problem solving · Fitness · Develop tactics · Improve techniques Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Short term effects of exercise · Invasion games · Net games · Dance · Gymnastics · Problem solving · Fitness · Develop tactics · Improve techniques Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Long term effects of exercise · Invasion games · Net games · Dance · Gymnastics · Problem solving · Fitness · Develop tactics · Improve techniques Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Muscles in the human body · Athletics · Net games · Striking and fielding Working at/near maximal levels · Develop tactics · Improve techniques Introduce competition · Analysis of performance · Intellectual and physical challenge	Bones in the human body · Athletics · Net games · Striking and fielding Working at/near maximal levels · Develop tactics · Improve techniques Introduce competition · Analysis of performance · Intellectual and physical challenge
Key Assessments	Baseline assessment Set into ability groups	Formative assessment.	Formative assessment.	Formative assessment.	Formative assessment.	Formative assessment.
Important literacy and numeracy developed this year	Literacy – Key terminology related to physical activity: Health and fitness, anatomy and physiology, preparation for exercise Numeracy – Scoring within activities, leadership tasks and problem solving					
Wider skills and enrichment	Note the headlines of skills for success developed particularly this year, extra-curricular, artist visits/trips, and employer led learning. Capture the ‘cultural capital’ here (likely to be SMSC related). Must truly reflect practice and intent.					
How you can help your child at home	Ensure your child arrives fully prepared for PE on timetables days. Encourage exercise at home, support with extra-curricular clubs and be flexible and support participation with external clubs and organisations					

PSHCE

'The best thing you can ever do is believe in yourself'

In Year 7 students are supported to transition to secondary school, considering the values of ambition, bravery and kindness and they develop new friendships and find new confidence. There is an emphasis on being safe, and understanding relevant aspects of the law.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Recovery – considering relationship building, hope, wellbeing.	Positive qualities and types of relationships, including marriage, civil partnerships and the role of the parent.	Values and goals. Diversity and stereotypes. Acceptance and tolerance.	Internet safety and harms. Peer pressure and illegal substances, online and offline worlds.	Positive behaviours, recognising bullying and abuse, rights. Where to go for support.	Lawfulness and illegal activities.
Key Assessments	Each topic includes a before and after assessment of knowledge and understanding of the content covered.					
Important literacy	Key words as associated with topics, for example diversity, stereotypes, tolerance, abuse, civil partnership.					
Wider skills and enrichment	Students are encouraged to reflect on personal experiences and consider how the content is or will be useful to them for their wider well-being and happiness.					
How you can help your child at home	Our lessons take place on Tuesdays. Ask students what they have been learning about and encourage them to articulate their thoughts and opinions.					

R.E.

'Just as a candle cannot burn without fire, men cannot live without a spiritual life' Buddha

Year 7 is designed to give students a basic understanding of how different religions worship and to look at some of their leaders. Students will apply this understanding to different concepts in Year 8.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Rules for Life: What would happen if there were no rules? Are religious rules relevant today? The Ten commandments. The Five Pillars of Islam. (Linking to RE for life.)	Sacred Scripture: Looking individually at the six main world faiths and their holy scriptures. Are they still relevant today? How are they different from one another? How should they be treated/respected? What do they contain? (Reinforcing knowledge learnt at KS2 and preparing students to learn about religious beliefs in more detail in Year 8.)	Places of worship: Looking at the six main world faiths and their places of worship. Is it necessary to go to a designated place to worship? How are they different from one another? How should they be treated/respected? What do they contain? (Reinforcing knowledge learnt at KS2 and preparing students to learn about religious beliefs in more detail in Year 8.)	The Life of Jesus: Who was Jesus? Why is he so important to Christians? His birth. Miracles Parables Death Resurrection Ascension (Reinforcing knowledge learnt at KS2 and preparing students to learn about religious beliefs in more detail in Year 8.)	n line with SACRE the Life of Jesus is looked at in-depth. As a consequence this topic runs over into the Summer term. We then begin an in-depth study of the Life of Muhammed. (Reinforcing knowledge learnt at KS2 and preparing students to learn about religious beliefs in more detail in Year 8.)	The Life of Muhammed: Why is Muhammed so important to Muslims? His childhood The revelation of the Quran The spreading of Islam Islam as a world faith today. (Reinforcing knowledge learnt at KS2 and preparing students to learn about religious beliefs in more detail in Year 8.)
Key Assessments	Written assessment at each half term. Questions to recall knowledge and give explanations. Exam style question.					
Important literacy and numeracy developed this year	Students learn key terms for each topic area. They are introduced to the idea of PEEL paragraphs and start to write extended writing in a simplified format for the GCSE questions.					
Wider skills and enrichment	It is hoped that students will become more aware of the wider world and the different cultures and practices of other people. In this way several skills are encouraged including empathy and acceptance.					
How you can help your child at home	It is useful for students to watch the news to enlighten their knowledge of the wider world. When visiting different areas it would be useful to point out different religious places of worship.					

Science

‘Theory helps us to bear our ignorance of facts’ George Santayana

Explain how year 7 builds on prior learning from KS2, and prepares for study at Year 8. Links also to ‘Science for life’.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> Using equipment, Safety Scientific enquiry Scientific investigation skills Types of forces Weight, Speed Distance-time graphs Balanced and unbalanced forces State of matter Change of state Density Structure and function of cells Organisation Microscope Health 		<ul style="list-style-type: none"> Reproductive systems in humans Puberty Pregnancy and birth Reproduction of a flower Plant dispersal Atom, element and compound The periodic table and chemical systems Types of reactions Electrical symbols Current, resistance, potential difference Magnets and magnetism 		<ul style="list-style-type: none"> Types of energy and transfers Fuel uses and costs Power rating and cost Energy resources Weight Solar system Seasons day length, month Light Year Food chains and food webs Pollination Interdependence 	
Key Assessments	End of topic assessment on forces, organisms and matter	End of topic assessment on forces, organisms and matter	End of topic assessment on electricity, magnets, genes, reactions	End of topic assessment on electricity, magnets, genes, reactions	End of topic assessment on energy, ecosystem and Earth	End of topic assessment on energy, ecosystem and Earth
Literacy and Numeracy	Magnification, distance time graph, equations, constructing graphs and table, extracting data and reading instruments					
Wider skills and enrichment	<p>Students will ...</p> <p>...understand how scientific methods and theories develop over time.</p> <p>...be aware of hazards associated with science-based technologies which have to be considered alongside the benefits.</p> <p>...appreciate the power and limitations of science and consider any ethical issues which may arise.</p> <p>...explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments.</p> <p>...evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences.</p> <p>...recognise the importance of peer review of results and of communicating results to a range of audiences.</p>					
How you can help your child at home	<p>Work through KS3 consent on BBC bitesize, information, videos and tests. Support guides can be found on BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p> <p>Useful YouTube channels: https://www.youtube.com/c/fuseschool https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg https://www.youtube.com/user/crashcoursekids</p>					

Spanish

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Immersing into the global Spanish and culture. Speaking with a great accent. Improving listening skills. Giving a fluent short response. Extending sentences with conjunctions. Understanding basic opinions.	Finding ways to remember new vocabulary about family, appearance and personality. Using possessive adjectives. Developing independence as a learner of Spanish. Learning irregular verbs: ser/tener. Extending writing with adverbs of frequency.	Using the verbs jugar and hacer when talking about hobbies and sports. Using the regular present tense. Using cognates to increase vocabulary. Using the comparatives más and menos when comparing celebrity profiles on social media. Learning how to research popular Hispanic culture.	Describing types of houses by using the verb vivir and está. Using prepositions of place with está. Describing dream home by using some basic conditional expressions. Practising creative writing. Recycling language	Using hay with singular and plural nouns when talking about places in town. Translating into Spanish. Using ir in the present tense and learning infinitives. Giving and understanding directions by using the imperative. Forming the near future by discussing plans for the weekend	Using the verb estudiar when taking about school subjects. Giving more detailed opinions about school subjects. Using exclamations with ¡qué...! Varying the language by using slang expressions. Describing a timetable in a Spanish school. Telling the time. Using se puede and se debe.
Key Assessments	Formative assessment	End of topic assessment of key skills - Listening and Speaking	Formative assessment	Assessment across all skills	Formative assessment.	Formative assessment in Speaking and Writing.
Important literacy and numeracy developed this year	Learning key grammar concepts, identifying word type (noun, verb, pronoun, adjective, adverb) and conjugating verbs. Using a bilingual dictionary. Use of arithmetic to practise numbers in Spanish, telling the time and analysis of patterns.					
Wider skills and enrichment	Cultural Capital – Getting to know the Spanish speaking countries of the world, research on a Spanish-speaking country, introduction to Spanish traditions. KS3 French/Spanish Breakfast. Skills for Success – developing communication skills via short roleplays using Spanish.					
How you can help your child at home	At the front of every pupil work booklet is an overview of the topic content that you and your child can refer to for support. In addition, your child will be given clear instructions on how to register with Quizlet – a mobile and web-based study application that allows students to practise and learn key language at home (meaning, spelling and pronunciation). We advise all students to have their own pocket size bilingual dictionary.					

Technology

‘Many things difficult to design prove easy to performance’ Samuel Johnson

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Use a specification to make a prototype. Design for a specific client to send to a company. Design a logo and develop a brand to convey a visual message.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/despro2/logog2.htm</p>	<p>Develop basic design communication skills. Develop controlled sketching skills. Use annotation to emphasise key points of your designs.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/designpro/twopers1.htm</p>	<p>Designing with the environment in mind. 6 R's Products life cycle from the 'cradle to the grave'.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/prddes1/envirod1.html</p>	<p>How are textiles used in today's society? How has conductive thread, fabric and the use of composite textiles been used in the automotive industry. Have an understanding of a wider use of textiles.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/joints/kevlar2.html</p>	<p>Design a casing for a digital product. Developing products for different users and markets. Use ergonomics and anthropometric data.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/prddes1/proddev1.html</p>	<p>Design and make pewter cast jewellery to a given theme. Develop a design brief and specification. Model and test designs.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.youtube.com/watch?v=19qkmW6gF0s</p>
Key Assessments	<p>Assessment based on knowledge learnt. Practical finished project.</p>	<p>Summative Assessment 1 Covering all content taught until this point</p>	<p>Assessment based on knowledge learnt. Practical finished project.</p>	<p>Summative Assessment 2 Based on all content covered until this point</p>	<p>Assessment based on knowledge learnt. Practical finished project</p>	<p>Summative Assessment 3 Based on all topics covered throughout the year</p>
Literacy & Numeracy	<p>Literacy – key terminology related to designing, core skills, textiles and its wider use, eco designs and bio-mimicry. Details annotations explaining thinking. Answering test questions. Numeracy – Anthropometrics, scale, dimensions, accuracy when marking and measuring, working in units.</p>					
Wider skills and enrichment	<p>Students will have access to an after-school Computing Club if they wish to attend, though this is on a first-come, first-served basis. Opportunities throughout the year to take part in nation-wide competitions and activities related to Computing, such as cybersecurity. Transferable skills are developed in this subject, namely creativity, problem-solving and resilience.</p>					
How you can help your child at home	<p>Guide use of technology at home for productive tasks such as online research, discuss current issues related to technology to encourage further interest. Encourage students to practice programming and skills learned in class at home.</p>					

