



THE YEAR 7 CURRICULUM@ ALDERBROOK

2024 - 25



'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 subjects on offer in our curriculum. This includes a fortnightly PSHE 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.

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 in the Summer 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 participate in our reading initiative 'Uniquely Portable Magic' during 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.

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 K Parker, and the Pastoral Manager for Year 7 is Mr G Walker.**

Topic Tracker

[illegible]

| | | | | | | |
|-------------------|---|---|--|---|---|--|
| PSHE | ABK Learner Emotions Exercise Positive Behaviour | Types of Relationship Types of Family | ABK Values Goal Setting Online Safety | Body Image Peer Pressure | Harassment | Careers |
| RE | Rules for Living | Sacred texts | Places of worship | The Life of Jesus | The life of Jesus | The Life of Muhamad |
| Science | Skills/Forces//matter / ecosystems | Forces//matter / ecosystems | Skills / Electricity / Organisation/ Simple chemical reactions | Electricity / Organisation/ Simple chemical reactions | Skills / Energy / Variation and Reproduction / Earth and the universe | Energy / Variation and Reproduction / Earth and the universe |
| Spanish | Greeting people and introducing yourself | Describing what you and others look like | Talking about hobbies and sports | Talking about the weather. | Giving opinions about school subjects. | Comparing the Spanish and English school system. |
| Technology | Sustainability | Presenting concepts | Metal knowledge | Metal practical | Textiles knowledge | Textiles practical |

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|-------------------------|----------------|
| Life Ready Day 1 | FRIENDSHIP |
| Life Ready Day 2 | BRITISH VALUES |
| Life Ready Day 3 | EMPATHY |

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 |
|---|--|--|---|---|---|---|
| Component 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 a01.</p> | Colour Theory; <p>Colour wheel</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary colours</p> <p>Knowledge of terms;</p> <p>Complimentary</p> <p>Huse & Tints</p> <p>Mixing tones.</p> <p>Application of paint</p> <p>Series of exercises</p> | Crafty <p>Exploring a theme e.g.; Fish, Bugs or Birds</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. Evaluating</p> |
| Assessments and End Points | 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. DIN's supporting the a01 generally and deeper focus on selected artists relevant to the body of work undertaken. | | | | | |
| 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 | 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. | | | | | |
| | 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/ | | | | | |

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 |
|---|--|--|---|--|--|--|
| Component Knowledge | E- Safety Cyberbullying Personal Data Grooming Fake News | Computers in the workplace Intro to spreadsheets Mail Merge Presentation Software Presentation skills | Data Representation Intro to binary Binary numbers Binary Images | Programming in Scratch Intro to scratch Variables Pac Man Costumes Maze Collision | Networks Life without networks Network Hardware Client Server & peer to peer network Factors affecting network performance | Understanding & planning graphics Digital graphics and purpose Design and layout File types and formats Client brief and requirements Assets and resources Legislation |
| Assessments and End Points | Do Now activities – retrieval of prior learning Mid-Point Quiz | Assessment Point 1 – Quizizz Do Now activities – retrieval of prior learning Assessment of Computing skills | Do Now activities – retrieval of prior learning Mid-Point Quiz | Do Now activities – retrieval of prior learning Assessment of Computing skills | Assessment Point 2 – Quizizz Do Now activities – retrieval of prior learning Mid-Point Quiz | Do Now activities – retrieval of prior learning Assessment of Computing skills |
| 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 and cipher challenges. 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 online learning platforms such as Seneca and Quizlet, and 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 |
|---|--|--|---------------|---------------|--|--|
| Component Knowledge | Baseline activities as part of the PE curriculum | <ul style="list-style-type: none">· 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. |
| Assessments and End Points | 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 |
|--|--|--|---|---|---|---|
| Component 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 work. | Developing an understanding of 'real world' drama and thinking about playing reality. Understanding context – The domestic family and school situations. 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. Exploring ensemble work and choral speaking. | Exploring the structure and meaning of well-known stories. Developing characters through exploring posture, movement, vocal skills, improvisation and basic mime. Developing team work for performance. | Applying learnt skills to an extended performance piece. Combining learnt skills with extracts of script. Using script creatively. Developing and shaping a piece with a complex structure. Giving critical feedback to others. |
| Assessments and End Points | 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 |
|---------------------|---|---|--|---|---|--|
| Component Knowledge | <p>Dystopian Fiction</p> <p>Selecting and developing apt quotations.</p> <p>Identifying, explaining and exploring the writer's linguistic methods.</p> | <p>Identity Poetry</p> <p>Identifying and using relevant terminology to support and strengthen points</p> <p>Identifying, explaining and exploring the writer's linguistic, literary and structural methods.</p> <p>Applying contextual knowledge to support the analysis of a poem.</p> | <p>Myths and Legends</p> <p>Communicating ideas clearly.</p> <p>Adapting writing so that it is suitable for a range of audiences and purposes</p> <p>Learning to use a range of linguistics / literary and structural devices.</p> <p>Learning to use a range of punctuation to promote clarity and to create effect.</p> <p>Using standard English and ensuring the employment of spelling strategies for more complex vocabulary.</p> | <p>Much Ado About Nothing</p> <p>To acquire knowledge regarding the social historical context of the novel: Pre 1914 text.</p> <p>Selecting and developing apt quotations.</p> <p>Identifying and exploring the writer's methods.</p> <p>Identifying and using relevant terminology.</p> <p>Developing and exploring ideas about the text and linking these, where relevant to ideas that support the text's context.</p> <p>Adapt writing so that it is suitable for a range of audiences and purposes.</p> | <p>The Power of Persuasion</p> <p>Explain how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>Communicating ideas clearly.</p> <p>Adapt writing so that it is suitable for a range of audiences and purposes.</p> <p>Learning to use a range of linguistics / literary and structural devices.</p> <p>Learning to use a range of punctuation to promote clarity and to create effect.</p> <p>Using standard English and ensuring the</p> | <p>The 19th Century Child</p> <p>To identify and interpret explicit and implicit information and ideas</p> <p>To select and synthesise evidence from different texts</p> |

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| | | | | | employment of spelling strategies for more complex vocabulary. | |
| Assessments and End Points | R- <i>Selecting key quotations and explaining how the writer shapes meaning</i> | R- Explain how language effects a reader & suggest why a writer uses specific ideas at certain points in a text. | W- Create a character description | R- Explain how a character is presented in key scenes within the play | W- Balancing different points of view in an argument; writing in a speech form (S+L) | R- Summarise writers perspectives in two different texts |
| Important literacy and numeracy developed this year | Literacy: 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 | 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/z98jmp3 | | | | | |
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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 eat well guide to understand a balanced diet.

| | Autumn Term | Spring Term | Summer Term |
|---|---|--|---|
| Component Knowledge | Theory: Introduction Health and safety Eatwell guide Practical: Knife skills Fruit salad Pasta salad | Theory: Nutrients Food provenance Chinese culture Practical: Fruit Muffins Apple crumble Stir fry | Theory: Sustainability Food miles Food production Practical: Salmon fish fingers Samosas Healthy hash browns |
| Assessments and End Points | Baseline assessment | Knife skills assessment | 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 |
|---|---|---|--|--|---|--|
| Component 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. Learning how to make comparisons – the comparative. | Describing school uniform. Learning how to tell the time in French. Introducing simple plans. Using frequency and sequencing words to add detail. | Cultural project based on a French Artist in order to continue to discover the world of French speaking countries (La Francophonie). |
| Assessments and End Points | One receptive and one productive assessment | | One receptive and one productive assessment | | End of Year Whole School Exams Listening, Reading Writing, Speaking and Translation | . |
| 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, learning about Christmas traditions in a French-speaking country. Comparing differences between schools in the UK and French-speaking countries. Culminating the year with a French artist project. Skills for Success – developing communication skills via short role-plays 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 a sentence builder 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 further 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 |
|---------------------|---|---|--|---|--|--|
| Component Knowledge | <p>Geographical skills</p> <p>Continents and Oceans Latitude and longitude. What is the UK? OS map skills 4 and 6 figure grid references, symbols, scale and contours. The EU. Flags of the world 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>UK landscapes</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>UK landscapes continued</p> <p>Focus on our own geographies, where we live. Birmingham as a city study Link quality of life to where we live Urbanisation – understanding the definition Birmingham and its development</p> <p>Videos and tasks on urban areas at: https://classroom.thenational.academy/units/issues-of-urbanisation-808e</p> | <p>Our personal geography</p> <p>Local Solihull study with a look at the individual local geographies of students own lives.</p> <p>A particular look at our local city of Birmingham, how it developed and what it is like now.</p> <p>Videos and tasks on development and population found at: https://classroom.thenational.academy/units/ecosystems-1e69</p> | <p>Local ecosystems</p> <p>ABK ecosystems are studied and sketched. Causes and consequences of breaking ecosystems</p> <p>local ecosystems tasks found at: https://classroom.thenational.academy/units/ecosystems-1e69</p> <p>Biodiversity fieldwork</p> <p>investigation To collect primary data on ABK’s woodland area to investigate how biodiverse it is and draw conclusion</p> | <p>The West and the Rest cont..</p> <p>World population What is development? North/south global divide Development – understanding the definition and indicators used Causes of uneven development - the gap Population through time Compare to life in Ghana How can we close the development gap? Fair trade Assessment feedback and target setting from mock https://classroom.thenational.academy/units/population-d3f0</p> <p>- Practising a 6 mark question Assessment feedback and target setting https://classroom.thenational.academy/units/development-c36b</p> |

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|-------------------------------------|---|--|---|---|--|---------------------------------------|
| Assessments and End Points | Mini assessment on latitude and longitude and UK | Assessment point 1 on geographical skills and first part of personal geography | Mini assessment on how rivers behave and UK climate | Mid topic assessment on the development of Birmingham | Mini assessment on producing own annotated ecosystem Assessment point 2 – geographical skills, UK landscapes and our personal geography | Mid assessment on what is development |
| Literacy and numeracy | 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 | | | | | |
| Wider skills | Collaboration, thinking skills, problem-solving, map and atlas skills, data reading and presentation, and answering questions in a structured way | | | | | |
| How you can help your child at home | 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. | | | | | |
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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 many jobs.

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|--|---|---|--|--|---|
| Component 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' - 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"> - Tudor monarchy - 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 |
| Assessments and End Points | Assessment: In class extended writing | Assessment: In class extended writing | Assessment: In class extended writing | Assessment: In class extended writing | Assessment: In class extended writing | Assessment: In class extended writing |
| Important literacy and numeracy developed this year | Literacy: key terminology related to history such as empire and peasantry. 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 |
|---|--|---|---|---|--|---|
| Component 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 |
| Assessments and End Points | 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 |
|---|---|--|--|--|---|--|
| Component Knowledge | Find your Voice/Body Percussion -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. -Learn how to read rhythm notation through body percussion | Keyboard Skills -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. | Ukulele Unit* -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. | African Drumming* -Learn how to play the Djembe's with the correct techniques -Learn about the history and culture of where this music comes from. -Work as a large ensemble then smaller groups to compose and perform a piece of music to the class. *Units swap round as only one set of instruments | Instruments of the Orchestra and Elements of Music -Learn about the orchestra and the different sections. -Discover great composers -Develop an understanding of the elements of music and how they are used in music. -Use composition skills to create a performance as part of a group. | World Music -Learn about music from China, India, Indonesia and Latin America. -Learn how to improvise over a series of scales. -Develop an understanding of the different instruments used within different cultures. |
| Assessments and End Points | Performance of vocals skills to the class as well as short composition task on body percussion. | Performance of student's best song. | Knowledge test of key words and definitions. | End of unit performance of African drumming composition | End of unit performance. | Knowledge test of key words and definitions. |
| 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 orchestra. Students also can attend curriculum-based trips as well as taking part in the Arts Award. | | | | | |
| How you can help your child at home | 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. Revision of key words will be beneficial for the knowledge tests. | | | | | |

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 |
|--|---|--|---|--|--|--|
| Component 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 |
| Assessments and End Points | 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 | Students learn key skills in leadership, team work, communication, resilience and knowledge of health and fitness. A wide range of extracurricular activities are provided to access greater challenge and develop skills further to encourage collaboration, establish new friendships and understand good sporting habits and etiquettes. | | | | | |
| 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 | | | | | |

'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 as 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 |
|-------------------------------------|--|--|---|-----------------------------|---------------|---------------|
| Component Knowledge | ABK Learner Emotions Exercise Positive Behaviour | Types of Relationship Types of Family | ABK Values Goal Setting Online Safety | Body Image Peer Pressure | Harassment | Careers |
| Assessments and End Points | Students understanding of the three areas of PSHE : Health & Wellbeing, Living in the Wider World and Relationships & Sex Education are assessed at the start, the midpoint an the end of the school year. | | | | | |
| Important literacy | Key words 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 during once per fortnight. Please ask students what they have been learning about and encourage them to articulate their thoughts and opinions. Encourage your child to discuss topics with you at home, sharing solutions and upholding positive behaviours. | | | | | |
| | | | | | | |

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 |
|---|---|---|---|---|--|--|
| Component 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.) | In 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.) |
| Assessments and End Points | 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

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|-------------------------------------|--|---|--|---|---|--|
| Component Knowledge | <ul style="list-style-type: none"> Using equipment, Safety Scientific enquiry Graphs Types of forces Weight, Speed Distance-time graphs Balanced and unbalanced forces State of matter Change of state Density Food chains and food webs Interdependence Pollination and seed dispersal | | <ul style="list-style-type: none"> Analysis and evaluation skills Errors and repeats Atom, element and compound The periodic table and chemical systems Types of reactions Electrical symbols Current, resistance, potential difference Magnets and magnetism Structure and function of cells Organisation Microscope | | <ul style="list-style-type: none"> Investigative skills Types of energy and transfers Fuel uses and costs Power rating and cost Energy resources Weight Solar system Seasons day length, month Light Year Reproductive systems in humans Puberty Pregnancy and birth Reproduction of a flower Plant dispersal | |
| Assessments and End Points | 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, 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

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

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|--|---|--|--|--|--|
| Component Knowledge | Discovering the Spanish-speaking world. Improving listening skills. Asking basic questions. Understanding basic opinions. Giving basic information about yourself. Extending sentences with conjunctions. Using cognates to aid understanding. | Discovering 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. | Describing our hobbies. Using the verbs <i>jugar</i> and <i>hacer</i> when talking about sports. Conjugating the regular present tense. Using the comparatives <i>más</i> and <i>menos</i> . | Describing the weather. Giving varied justified opinions. Using frequency adverbs to describe what we usually do in the present tense. | Talking about school subjects. Telling the time. Describing a timetable in a Spanish school. Talking about extracurricular activities. | Using the verb <i>estudiar</i> when talking about school subjects. Giving more detailed opinions about school subjects. Using exclamations with ¡qué...! Varying the language by using slang expressions. Using <i>se puede</i> and <i>se debe</i> . |
| Assessments and End Points | 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: Flamenco Workshop. KS3 Continental 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 |
|-------------------------------------|---|---|---|---|---|---|
| Component Knowledge | <p>Investigate issues surrounding sustainability and the importance of designing with the planet in mind.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.dezeen.com/tag/sustainable-design/</p> | <p>Learn presentation skills as well as developing on sketching skills. Students are required to reinvent a product.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.instructables.com/How-To-Draw-8/</p> | <p>Investigate the properties of metal and the different types. You will be able to apply this to numerous products.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/4</p> | <p>You will learn about workshop health and safety and start to produce a metal animal stationary holder. You'll learn how to use a pillar drill and coping saw.</p> <p><i>Further information and activities on this topic visit: -</i> https://technologystudent.com/health1/ed1.htm</p> | <p>You'll move into the final topic – textiles. Students will learn about the source of fibres and fabric.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.bbc.co.uk/bitesize/guides/zjc3rwx/revision/1</p> | <p>Students will produce a drawstring bag using numerous stitch types. Furthermore, they will be taught the process of transfer printing onto material</p> <p><i>Further information and activities on this topic visit: -</i> https://www.bbc.co.uk/bitesize/guides/zjc3rwx/revision/8</p> |
| Assessments and End Points | <p>Assessment based on knowledge learnt. Baseline assessment – learning how much students already know.</p> | <p>Formative Assessment 1 Oral presentations on their design work.</p> | <p>Formative Assessment 2 Based on their final practical outcome.</p> | <p>Summative Assessment 1 Written assessment based on material knowledge.</p> | <p>Assessment based on knowledge learnt. Practical finished project.</p> | <p>Formative Assessment 3 Based on their final practical outcome.</p> |
| Literacy & Numeracy | <p>Literacy – key terminology related to designing, core skills, textiles and its wider use, eco designs and metal. 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 Design and Technology Club if they wish to attend, though this is on a first-come, first-served basis. Opportunities throughout the year to take part in competitions and activities related designing and CAD. Transferable skills are developed in this subject, namely creativity, problem-solving and resilience.</p> | | | | | |
| How you can help your child at home | <p>Guide students to study technology at home for productive tasks such as online research, discuss current issues related to technology to encourage further interest. Encourage students to practice practical skills learned in class at home.</p> | | | | | |