

ARK ACADEMY

Year 7 Curriculum

OVERVIEW

A Mathematics and Citizenship Rich School



www.arkacademy.org

MISSION STATEMENT

Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.

In light of this we aim to:

- *Provide every student with the knowledge, skills, self belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

Our Driving Principles are:

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

Our goal

Our goal is that all students should be able to access higher education and participate fully in our democratic society.

The Year 7 Curriculum at Ark

Ark Academy offers students in Year 7 a rich, varied curriculum.

We have a strong focus on English, mathematics and science, with generous allocations for these three core subjects. However, our students also experience a range of practical and expressive subjects including design technology, art, music and drama every week. This balanced diet ensures they develop into rounded individuals, with a range of strengths and talents.

Most importantly, the Year 7 curriculum contains real challenge and rigour, and builds the academic foundations that our students will need to go on to success at GCSE, A-Level and University.

Subject Allocations:

Each week, students have the following subjects:

Subject	Subject Code on timetable	Number of periods a week
English	EN	6
Mathematics	MA	5
Science	SC	4
Modern Foreign Languages: French or Spanish	MFL	2
History	HI	2
Geography	GG	2
Religious Education	RE	1
Expressive Arts	EX	1
Art	AR	1
Design Technology (Textiles / Food / Graphics / Resistant Materials)	DT	2
Physical Education	PE	2
PSHE (Personal, Social, Health Education)	PSHE	1

The provision in each subject is explained in more detail below.

Extra provision:

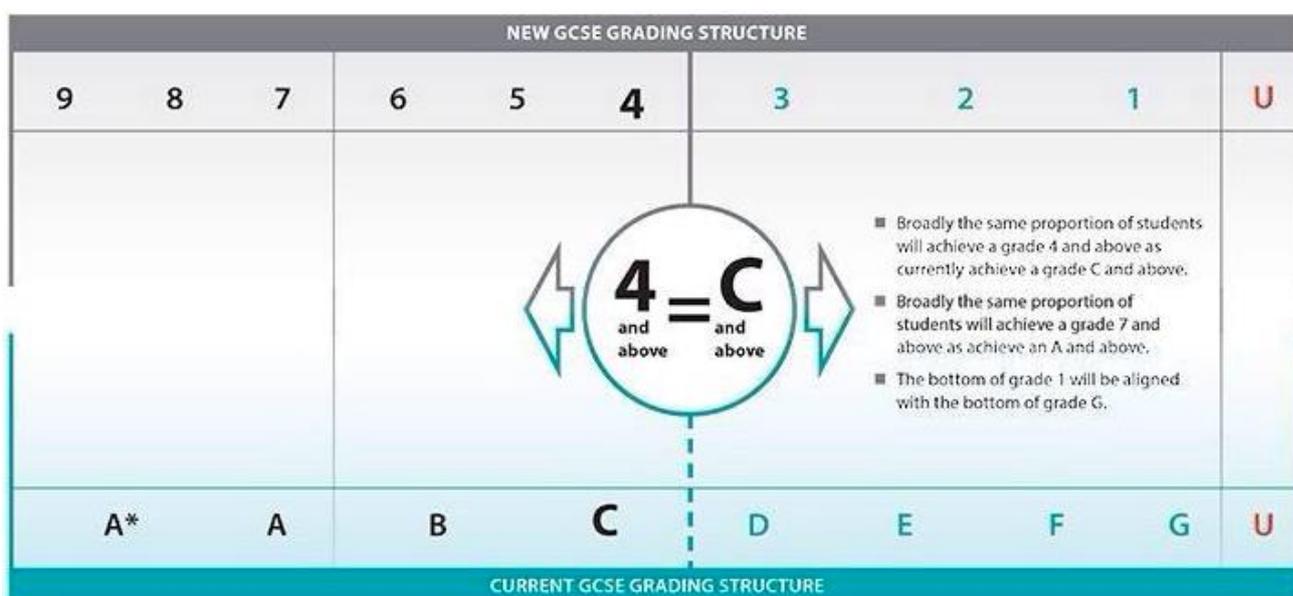
- Year 7 students have one extra hour per week of **Lexia Reading Programme & supplementary reading support** each Monday from 3.40pm.

Assessment in Year 7

In Key Stages 3 and 4, students are graded using the new **national grading system for GCSEs** from **grade 9 to 1**.

How does the new national grading system work?

- The new national grading system is from 9 (the highest grade) to 1 (the lowest grade)
- A *strong* pass in a GCSE subject is grade 5
- A *standard* pass in a GCSE subject is grade 4
- The old C grade is roughly equivalent to a high grade 4 or low grade 5. The Ofqual diagram below demonstrates the equivalencies with the old A* - G system:



How are students graded in Key Stage 3?

Students will be awarded an **age related grade** during Key Stage 3. This means their grade sums up their attainment in year 7 material and compares their performance to that of a typical student. Their grade also indicates the grade they have the potential to achieve in Key Stage 4, based on the progress they are making in secondary school.

What are the benchmarks that determine expected progress and attainment?

Students' Key Stage 2 (Primary) results are converted into a **baseline grade** from 9 to 1 using approximate nationally projected attainment from levels in Key Stage 2 to GCSE grades. This baseline grade indicates the minimum grade each student is expected to achieve in every assessment. **Achieving their baseline grade** throughout the year **indicates they are making good progress**.

Students are also set a **stretch target** over Key Stage 3 – to surpass their baseline. Achieving a grade above their baseline indicates a student is making **above national average progress**.

We encourage every student to for a grade 5 or higher in every subject in their GCSEs. As a result, some students who attained a low score in Primary school will be set regular stretch targets to push them towards this goal.

Where are students' baselines and targets recorded?

All students have been given a **target and baselines report** and these have been discussed with their form tutor and subject teachers and noted in their **planners** (see below). This **Tracking Progress page** is where students will record all subject attainment as termly assessments take place. The results of formative half termly assessments may also be noted here.

Preparing for Assessments

It is so important that year 7 students develop a routine for preparing for assessments now, which will stand them in good stead as they learn more challenging concepts and more is expected of them under exam conditions.

The subject guides below offer detailed information on

- Topics taught each term
- The kind of homework students are set and how often
- Specific guidelines about equipment and resources
- Resources for independent work during the term and links for revision
- Contact information for a lead teacher or head of department

Students need to **use this information**, and the guideline given by their teacher, to prepare well for each assessment. They might do some of the following to revise

- ✓ Write a glossary of new terms learnt
- ✓ Mindmap the key concepts in a fertile question on a page
- ✓ Make a revision leaflet explaining how to do something they have learnt
- ✓ Redo homework questions on a new page
- ✓ Make revision cards with example work or definitions
- ✓ Create a revision exercise book where they do one page of practice of different subjects each night

It is extremely helpful if students can plan revision in the month prior to assessments using a revision timetable and tick off subject as they have been revised. An example prepared for the October half term break is shown below:

	Weekend 1	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend 2
Write in the subject & topic & how you will revise it in each slot!							

TOP TIPS

1. Plan to revise subjects you are *less* good at first
2. Use revision guides, past papers, revision cards and highlighters
3. Take regular 10 minute breaks
4. Stay hydrated
5. Tick off your revision timetable when you have done the revision - it feels great!

The **key assessment points** for the year ahead are detailed below and reminders will be included in each termly parent calendar. Assessments in autumn and spring take place in class. End of year assessments will be year 7 students' first experience of being in an examination hall

Date	Event
Thursday 23rd November – Thursday 7th December	★ Y7, 8, 9 & 10 autumn term exams (in lesson)
Monday 5th – Thursday 15th March	★ Y7, 8, 9 & 10 spring term exams (in lesson)
Monday 18th June – Wednesday 4th July	★ Y7, 8, 9 & 10 End of Year Assessments for all subjects (exam hall)

English

Overview:

The Year 7 curriculum in English builds the conceptual understanding students require for success in this subject at GCSE and A-Level. It focuses on the key elements of writing, reading, speaking and listening. Students are taught to be confident, engaging writers. They are encouraged to read challenging novels, plays and poetry, and offer mature responses. They are helped to develop into confident and articulate public speakers and performers.

Term by Term:

	Focus	Assessment
Autumn 1	Descriptive Writing	A description based on a famous work of art
Autumn 2	Pre 1900 Literature	An essay on character on Scrooge in 'A Christmas Carol' By Charles Dickens
Spring 1	Persuasive Writing	A persuasive letter for a charity campaign
Spring 2	Classic poetry	An essay about the character of Helena in the play <i>A Midsummer Night's Dream</i>
Summer 1	Shakespeare	An essay discussing language and structure in poetry
Summer 2	Revision	End of Year Exam – Reading and Writing papers

Homework:

Homework is set daily and due at the beginning of the lesson based on a grammar video set on Miss Hanna Loves Grammar.

Reading logs will be checked weekly as students are expected to read for 20mins a day from Autumn 2 onwards.

Useful Resources:

- Miss Hanna Loves Grammar https://www.youtube.com/channel/UCRJpbVL9N-FPXzF_d8S-
- The school library
- <http://www.bbc.co.uk/schools/ks3bitesize/english>

Who to Contact about Year 7 English:

Ms. A Hanna – Head of English: a.hanna@arkacademy.org

Mathematics

Overview:

Our Year 7 mathematics programme explores the key elements of number, algebra, geometry & measures and data handling. The fertile questions which lead each unit of work develop students' key skills, including: representing problems; analysing mathematical procedures; interpreting and evaluating results; communicating and reflecting findings. These skills are essential in order to achieve excellence in GCSE and A Level Mathematics. We believe that our programme of study will develop confident and enthusiastic mathematicians, with a hunger for learning and a flair for solving real world problems.

Term by Term:

	Focus	Assessment
Autumn 1	Number: Place Value, Integers & Calculations (mental and written methods), Powers of 10	<i>One hour non calculator paper based on this half term's learning objectives.</i>
Autumn 2	Number: Fractions, decimals and percentages Algebra: Expressions & equations.	<i>One hour calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
Spring 1	Number: Rounding, Ratio & Proportion; Geometry & Measures: Area & perimeter, Transforming shapes, tessellations and angle rules.	<i>One hour non calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
Spring 2	Number: Types of number, powers & roots Geometry & Measures: Measuring & Construction; Nets and 3D shapes.	<i>One hour calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
Extended homework piece: independent enquiry project work.		
Summer 1	Statistics: Surveys, samples, gathering and representing data. Statistics: Introduction to probability.	<i>One hour non calculator paper based on work so far this year, but mainly focussed on this half term's learning objectives.</i>
Summer 2	Algebra: Equations & formulae Geometry & Measures: Geometrical Reasoning: lines, angles and shapes.	<i>Two papers, each one hour. One non calculator and one calculator paper, both based on all year 7 work.</i>

Equipment:

It is essential that your child is fully equipped for every Maths lesson with a **scientific calculator**, a **compass** and a **protractor** in addition to the usual equipment that they need for their other lessons.

Homework:

Students have two thirty minute homeworks each week. Homework is maths is set on Wednesdays and Fridays and always due for the next lesson. Homework is either focussed on consolidating

concepts learnt in lessons or the development of problem solving skills. Prior to each half termly exam, students are expected to do extra independent revision.

Useful Resources:

- There are a host of **textbooks** and **mathematics books** available in our school **library** or **Learning Centre** including **Level Up** workbooks & textbooks which are very useful for year 7.
- **Manga High** on www.mangahigh.com/myschool/arkwembley Manga High is a games based learning website subscribed to by Ark Academy. Students will each receive a Manga High login later this term. They should use the website to practise what they have learnt in class and complete all activities set by their teacher.

Contacts:

- If you have any questions about year 7 learning, please contact E. Ozeke (Director of Mathematics) on e.ozeke@arkacademy.org or J. Bowley (Second in charge of mathematics) on j.bowley@arkacademy.org

Science

Overview:

Year 7 Science at Ark Academy aims to build solid foundations in the skills required for all students to fully participate and succeed in GCSE and A-level Science. With this as our ambition, students will be exposed to the 3 scientific disciplines, studying Biology, Chemistry and Physics over the course of the year. A focus within each unit of work is on **scientific investigation** and the applications of science in the world around us. Students are taught to think like a scientist and frame their writing in this context, and how to read and make sense of scientific literature.

Term by Term:

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7	Science skills And solids, liquids, gases	Cells and reproduction	Forces and space	Atoms and reactions	Sound and light	Acids and alkalis

Homework:

Students will receive one 30 minute homework per week which aims to both consolidate the work they have done in class, and tackle some of the key issues in science assessments. Homework is set according to the timetable below.

Week beginning	Task
Week 1	Spelling test
Week 2	Revision/SSS targets
Week 3	Reading and comprehension
Week 4	Mastery quiz
Week 5	Definitions test
Week 6	Revision/SSS targets

Useful Resources:

There are a host of textbooks, books and scientific journals available in The Learning Centre. To be a successful scientist, students need to develop their independent learning beyond the classroom. The new GCSE has a much higher level of demand and requires students to remember a lot more content, to ensure this is converted into long term memory students need to be completing additional tasks at home. Below is a list of tasks that students can do additional to their homework to ensure they achieve to the best of their abilities. Please encourage students to complete tasks and share them with their teachers.



What does

INDEPENDENT LEARNING

look like in

Science

TASK
1. After each lesson review your lessons work and make a note of anything that you didn't understand so that you can ask your teacher next lesson.
2. Spend 15 minutes each night after your lesson making notes in your revision folder based on your lessons work
3. Regularly use science revision sites, ensure you are adding relevant information to your notes <ul style="list-style-type: none">• http://www.bbc.co.uk/education/subjects/zng4d2p• http://www.docbrown.info/ks3science.htm Youtube also has some good revision videos, but you will need to search for these by topic
4. Use your old workbooks/ exams and use these to revise last year's work too
5. Use the school library to keep up to date with the latest science developments by reading <ul style="list-style-type: none">- New Scientist- Focus- How it works? Keep up to date by reading/ listening to new articles related to Science 'The Day'
6. Practise exam questions (either your old assessments or old SATS tests) <ul style="list-style-type: none">• https://www.sats-papers.co.uk/ks3-science-sats-papers

Art

Overview:

The Year 7 Art curriculum builds the foundation skills students require for success in this subject at GCSE and A-Level. It focuses on the formal elements of Line, Texture, Colour, and Shape, as well as analysis and personal responses to others work and their own.

Students are taught to experiment and investigate different materials and processes. Students are encouraged to explore their ideas and create their own Art work, whilst developing an ability to be self-critical and listen to feedback from peers to improve work.

Term By term

	Focus	Assessment
Autumn	<p>Can an apple be square?</p> <ul style="list-style-type: none"> - Using different materials and techniques to create an image -analysis of others work -Examination of formal elements: line, texture, shape, colour -Exploration of colour theory and colour mixing 	<p>Portfolio of work leading to final assessment based upon a sustained personal response to Artists' work.</p> <p>AO2- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p>
Spring A	<p>Can you judge a book by its cover?</p> <ul style="list-style-type: none"> -Observation drawing -Analysis and critical evaluation techniques -Use of different 2D mediums: water colours, ink, stencils 	<p>Students explore book cover design to inspire their use of various techniques and processes leading to personal response to Artists' work.</p> <p>AO1- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p>
Spring B	<p>The camera never lies?</p> <ul style="list-style-type: none"> -Use of digital photo manipulation software 	<p>An introduction to Photoshop and the use of digital media.</p> <p>AO2- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p>
Summer	<p>Can sorrow be celebrated?</p> <ul style="list-style-type: none"> -Exploring simple construction techniques and materials, -Adaptation, problem solving and evaluation through making -Critical analysis and evaluation of own and others work 	<p>Students explore artists using various mediums to understand best personal practice leading to personal response to Artists' work.</p> <p>AO3- Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal, informed and meaningful response demonstrating analytical and critical understanding and realising intentions.</p>

Homework:

Students are set homework every week and they are expected to spend about half an hour completing it. The home work encourages independent research, exploration of materials and personal responses to others work- which build on learning within the lesson.

Useful Resources:

- The school library
- Show my homework

Design Technology

Overview:

The year 7 curriculum in **Design Technology** covers three specialisms: **Resistant Materials, Graphics, and Textiles**. Food technology is now classified as **Food preparation and Nutrition** but is still a part of the **D&T 9 week rotation**. Each specialism exposes the students to a range of skills and techniques which they will apply and develop during Key Stage 3 and beyond. These skills can also be used across all D&T subjects. We teach students how to think about, design and plan for making; how to develop ideas, and write and speak in an academic Design and Technology fashion.

They will apply and develop good skills through designing and making projects. Their level is calculated with the following weighting: 25% booklet, 25% written test and 50% final product made.

Students will complete nine weeks of Textiles Technology during Year 7:

Focus	Assessment
<ul style="list-style-type: none"> • Research • Using cultural influences • Decorative technique methods • Basic construction techniques • Measuring • Design process • Evaluating • Analysis • Understanding components • Fibres and fabrics 	<ul style="list-style-type: none"> • Evaluation of practical techniques. (Formative) • Evaluation of activities conducted in lesson. (Formative) • Peer assessment. • Critique and Oral Feedback. • Evaluation of Design and make process. (Formative) • Summative Assessment: Written Test or Design Challenge.

Students will complete nine weeks of Food Technology during Year 7:

Focus	Assessment
<ul style="list-style-type: none"> • Cooking methods • Knife skills • Weighing and Measuring • Nutrition • Classifying foods • Evaluating • Planning • Scientific food investigation 	<ul style="list-style-type: none"> • Evaluation of product produced. Use of sensory analysis. • Peer assessment. • Photograph of Food Product. (Recording evidence). • Teacher assessment. • Written evaluation of product produced incorporating sensory analysis. • Written Evaluation incorporating sensory analysis. • Evaluation of product produced. • Peer assessment Practical also teacher assessment. • Peer assessment • Summative Assessment: Written Test

Students will complete nine weeks of Resistant Materials during Year 7:

Focus	Assessment
<ul style="list-style-type: none">• Design process• Generating and developing ideas• Evaluating• Making skills• Understanding the working properties of metals• Brazing• Plastic dip coating	<ul style="list-style-type: none">• Evaluation of practical techniques. (Formative)• Evaluation of activities conducted in lesson. (Formative)• Peer assessment.• Critique and Oral Feedback.• Evaluation of Design and make process.• Summative Assessment: Written Test

Students will complete nine weeks of Graphics during Year 7:

Focus	Assessment
<ul style="list-style-type: none">• Design process• Analysis of packaging• Use of CAD – 2D Design• Evaluating• Making skills• Use of CAM – Laser machine• Vacuum forming• Laminating	<ul style="list-style-type: none">• Evaluation of practical techniques. (Formative)• Evaluation of activities conducted in lesson. (Formative)• Peer assessment.• Critique and Oral Feedback.• Evaluation of Design and make process.• Summative Assessment: Written Test

Homework:

Students have one thirty minute home work each week. This provides opportunity for independent learning and demonstration of knowledge learnt.

Useful Resources:

- <http://www.bbc.co.uk/schools/gcsebitesize>
- <http://www.teachers-direct.co.uk/resources/quiz-busters>
- <http://www.eatwell.gov.uk>
- <http://www.vam.ac.uk/collections/index.html>
- <http://www.technologystudent.com>

Overview:

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps them develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. History helps us to orientate ourselves within time and space and to reflect on the world around us.

Term by Term:

	Focus	Assessment
Autumn 1	What is the big story of the last 5000 years? <i>(Change and continuity and evidential understanding)</i>	Written paper- chronology test and analysis of a historical source.
Autumn 2	How does somebody become a king? <i>(Causation and evidential understanding)</i>	Essay – “Why did William win the Battle of Hastings?”
Spring 1	Why can we not tell simple stories about the past? <i>(Change and continuity, causation)</i>	Q1. Describe two reasons why people went on Crusade. Q2. How useful is Source A for an enquiry into Saladin's personality? Q3. Explain two consequences of the Crusades
Spring 2	Could a medieval King do whatever he liked? <i>(Causation + Evidential understanding)</i>	Essay- Taxes were the main reason why the Barons rebelled against King John in 1216.' How far do you agree?
Summer 1	How do historians talk about change? <i>(Change and Continuity + causation)</i>	Essay- 'Nothing really changed after the Black Death.' How far do you agree?
Summer 2	How do historians prepare for exams? <i>(Revision)</i>	EOY assessment. 1hr 45mins

Homework:

Students have one thirty minute homework each week. This will always consolidate, develop or extend the work they have been doing in class or prepare pupils for new learning. It may take the form of a written, reading, research or creative design task.

Useful Resources:

- The school library (The Learning Centre)
- <http://www.bbc.co.uk/history/forkids>
- <http://www.historylearningsite.co.uk/>
- <http://www.nationalarchives.gov.uk/education/>

Expressive Arts

Overview:

Students will be provided with a rich and diverse experience of the historical, cultural and practical aspects of expressive arts. The expressive arts curriculum will give students new insights into the world, and the means to communicate their personal response to issues in creative and effective ways. The expressive arts that students experience at Ark Academy is just one thread in a vast tapestry.

Term by Term:

	Fertile Question	Focus	Description
Autumn 1 & 2	How expressive am I?	Skill development in Music and Drama. The principals of Creating/Composing, Performing and Evaluating.	This is the first unit of expressive arts as a combination of music and drama. Central to the unit is the <i>acquisition of key vocabulary</i> that will be used throughout their life at Ark. Students will perform short pieces of Drama and Music in small groups based on the stimuli explored during the enquiry.
Spring 1 & 2	Can you un-myth a myth?	Greek Mythology: The origins of theatre and stylistic features of Greek theatre accompanied by programme music.	This enquiry uses the practical skills gained thus far and puts them to use in a dramatic context. Students gain an understanding of the origins of theatre and apply this to modern day dramatic styles and theatre techniques, such as the use of theatre technology. This is done, in large part, through the Greek story of Orpheus and the Underworld. Students will compose pieces of programme music to combine with the pieces of Greek theatre.
Summer 1 & 2	How many ways can I be creative?	Musical Theatre - Oliver: The principal concepts, techniques and skills of Musical Theatre.	This unit of work builds upon the understanding of expressive arts techniques gained this year in a very practical way, with a focus upon developing vital group work skills. Students learn an extract, a song, and a movement piece from the musical <i>Oliver</i> . Students are challenged to perform to live musical accompaniment and tested on how they can combine music and drama.

Useful Resources:

- <http://www.bbc.co.uk/blast/>
- The Learning Centre
- The practice rooms in the Music Department.

Learning an instrument at ARK

If pupils wish to go on to study GCSE and/or A-level music, they will need to start learning an instrument in year 7 in order to fulfil the performance components of the exams.

Pupils are also encouraged to get involved in the **Choir**, **Orchestra** (if they play an orchestral instrument), **Drumming Club** and **Music Technology club**.

Please contact Ms L Sharp (Head of Music) if you wish to find out more about starting instrumental lessons or joining enrichments: l.sharp@arkacademy.org

Geography

Overview:

Geography is the study of the earth and the people who live on it. The geography curriculum introduces the following seven **key geographical concepts**:

- **Place** – What places are like? Why are they different?
- **Space** – How do people, products and information move between places? What patterns does this create?
- **Scale** – How are places different at different scales?
- **Connections** – How and why are places connected together?
- **Processes** – How do humans and natural forces affect places?
- **Environment** – What will happen to places in the future? How can we affect this?
- **Culture** – How and why do people lead different lives? Is this difference fair?

Term by Term:

Term	Fertile Question	Assessment
Autumn 1	<i>Where on Earth am I?</i>	GCSE-style exam
Autumn 2	<i>Why is the UK an amazing place?</i>	GCSE-style exam
Spring 1	<i>The New Wembley: a blessing or a curse?</i>	GCSE-style exam
Spring 2	<i>Is the UK disappearing?</i>	GCSE-style exam
Summer 1 & 2	<i>How do weather and climate affect people's lives?</i>	End of year exam

Over the course of Key Stage 3 these concepts will be studied in depth, alongside the basic Geographical map skills and fieldwork techniques.

Homework:

Students will receive one piece of homework per week. This may be research, a written task or a learning homework.

Useful Resources:

- Atlas/ Wall map of the world
- The News
- The Academy Learning Centre
- You! Discuss with them current affairs and geographical events. Test your child on the location of countries and capitals.
- <http://mapzone.ordnancesurvey.co.uk/mapzone/>

History

Overview:

In Year 7, students will study roughly 1,000 years of British history, from 1066 to 1918. The focus will be on learning about developments in the way Britain has been ruled, and the methods used by people to change the way they have been ruled. Students will also learn about migration to Britain throughout this 1,000-year period. This will provide a narrative and lay the foundations for students to be able to learn about European and global history in years 8 and 9.

Throughout Year 7, students will develop their analytical thinking and writing skills, with a particular focus on the development of written explanations. Students will also be introduced to the historical concepts of cause and consequence, and change and continuity.

Term by Term:

	Focus	Assessment
Autumn 1	How far did a French king change the way England is ruled? <i>(Change and continuity)</i>	End of unit assessment (including an essay) on change and continuity during the Norman conquest.
Autumn 2	Who had the courage to challenge a medieval king? <i>(Change and continuity)</i>	Extended historical writing on change and continuity after the Peasants' Revolt.
Spring 1	How did one marriage change the course of English history? <i>(Cause and consequence)</i>	End of unit assessment (including an essay) on Tudor religion and the English Civil War.
Spring 2	How far did a Dutch king change the way England was ruled? <i>(Change and continuity / cause and consequence)</i>	Extended historical writing on the consequences of the Glorious Revolution.
Summer 1	How far has the power of parliament changed over the last 200 years? <i>(Change and continuity)</i>	End of year exam on all Year 7 topics.
Summer 2	How have people become British over the last 200 years? <i>(Historical diversity)</i>	

Homework:

Students have one thirty minute homework each week. This will always consolidate, develop or extend the work they have been doing in class or prepare pupils for new learning. Homework will take the form of reading, writing, research or design tasks.

Useful Resources:

- The school library.
- <http://www.bbc.co.uk/history/forkids>
- <http://www.historylearningsite.co.uk/>
- <http://www.nationalarchives.gov.uk/education/>

Modern Foreign Languages

Overview:

In Year 7, students are introduced to either **French** or **Spanish** through **two lessons a week**. The aim of the curriculum is to open students' eyes to the wealth of knowledge and experience which comes from studying a foreign language and culture. The course focuses on the four main skills of listening, reading, speaking and writing, and prepares students for the GCSE and A-level examinations. Students are taught to be confident communicators and independent learners. They are encouraged to develop their linguistic ability and literacy skills through regular practice of new language, both in class and at home.

Term by Term:

Fertile Question	Listening assessment	Reading assessment	Writing assessment	Speaking assessment
Autumn term <i>Who am I? What makes my family special?</i>				
Spring term 1 <i>What makes a good school? Why is it important to have hobbies?</i>				
Spring term 2 <i>What do you enjoy doing in your town?</i>				

Homework:

Students have **one thirty minute homework** each week. This is usually a vocabulary or grammar learning homework, or a reading or writing exercise which consolidates work they have covered in class.

Useful Resources:

www.quizlet.com

Students must sign up to this website and request to join their class (7 Colour Language 2017-2018– for example: 7 Red French 2017-2018, 7 Orange Spanish 2017-2018 etc.) Students must go onto this

website every week to help learn key words for their spelling tests. Little practice and often is recommended, therefore students should log on and practice their vocab for at least 15 minutes each week, whether they've been asked to go on for homework or not. Their class teacher will monitor their progress through this website

- <http://www.languagesonline.org.uk> Students can learn vocab and grammar on this website.
- <http://www.sunderlandschools.org/mfl-sunderland/resources.htm> Students can find a wealth of resources here to help improve their reading skills and grammatical awareness.
- www.spanishrevision.co.uk This website is excellent for recapping key vocab which is covered during the year.
- <http://www.bbc.co.uk/languages> This website has many interesting language videos which students can listen to in order to improve their listening skills.
- <http://www.atantot.co.uk/>

Students' exercise books will be their biggest revision tool, therefore they must ensure they keep their book well-organised and well-presented and that they are up to date with all classwork and homework. You can support your child at home by asking them to show you what they have been learning in class and indeed to teach you some French/ Spanish!

Physical Education

Overview:

The Year 7 curriculum in Physical Education focuses on the key processes of **developing practical skills, making and applying decisions, developing physical and mental capacity, evaluating and improving, and making informed choices** about a **healthy and active lifestyle**. Students are taught to be confident, competent performers. They develop these key processes through a varied range of activities, including those that focus on outwitting opponents (basketball, netball, rugby, and badminton), accurate replication (gymnastics and trampolining), exploring and communicating ideas (Dance), performing at maximal levels (Athletics) and exercising safely and effectively (Health Related Fitness). They will be encouraged to take part in PE enrichment activities to extend their sporting opportunities. We deliver our PE curriculum through mixed gender groups

Curriculum map:

No of Weeks:		4	5	4	4	3	4	4	4
		Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6	Rotation 7	Rotation 8
		11th September to 6th October	9th October to 17th November	20th November to 20th December	3rd January to 2nd February	5th February to 2nd March	5th March to 30th March	16th April to 11th May	14th May to 15th June
YEAR 7	Group A Mixed	<i>Net Game</i> Badminton <i>Sports Hall</i>	<i>Invasion Game</i> Netball <i>MUGA</i>	<i>Invasion Game</i> Hockey <i>3G Pitch</i>	<i>Invasion Game</i> Tag Rugby <i>3G Pitch</i>	Adapted Activities <i>Various</i>	Athletic Activities	<i>Aesthetic</i> Gymnastics <i>Dance Studio</i>	<i>Aerobic/Anaerobic</i> Fitness <i>Dance Studio</i>
	Group B Mixed	<i>Invasion Game</i> Tag Rugby <i>3G Pitch</i>	<i>Net Game</i> Badminton <i>Sports Hall</i>	<i>Invasion Game</i> Netball <i>MUGA</i>	<i>Invasion Game</i> Hockey <i>3G Pitch</i>	Adapted Activities <i>Various</i>	Athletic Activities	<i>Aerobic/Anaerobic</i> Fitness <i>Dance Studio</i>	<i>Aesthetic</i> Gymnastics <i>Dance Studio</i>
	Group C Mixed	<i>Invasion Game</i> Hockey <i>3G Pitch</i>	<i>Aerobic/Anaerobic</i> Fitness <i>Dance Studio</i>	<i>Aesthetic</i> Gymnastics <i>Dance Studio</i>	<i>Invasion Game</i> Netball <i>MUGA</i>	Adapted Activities <i>Various</i>	Athletic Activities	<i>Net Game</i> Badminton <i>Sports Hall</i>	<i>Invasion Game</i> Tag Rugby <i>3G Pitch</i>
	Group D Mixed	<i>Aerobic/Anaerobic</i> Fitness <i>Dance Studio</i>	<i>Invasion Game</i> Hockey <i>3G Pitch</i>	<i>Invasion Game</i> Tag Rugby <i>3G Pitch</i>	<i>Aesthetic</i> Gymnastics <i>Dance Studio</i>	Adapted Activities <i>Various</i>	Athletic Activities	<i>Invasion Game</i> Netball <i>MUGA</i>	<i>Net Game</i> Badminton <i>Sports Hall</i>

Useful Resources:

- www.bbc.co.uk/sport - keep up to date with the latest sports news
- <http://www.bbc.co.uk/schools/gcsebitesize/pe/> - BBC revision site [theory content]

Religious Education

Overview:

The **Year 7 RE curriculum** looks at some of the fundamental beliefs and key facts of the six major world religions. By doing so, pupils will learn the key words and concepts that will form the foundation for their learning in Key Stage 3 and on into GCSE. Pupils will explore the beliefs held by their classmates and throughout the world before going on to consider the importance of the law in Judaism. In the second term, pupils will develop their understanding of the life of Jesus and how he promoted love and compassion. In the final unit, pupils will investigate the qualities of good leadership by studying various religious founders and leaders. Pupils will be given continued opportunities to develop their literacy and use of reasoned argument, in a bid to get the best possible GCSE grades (and have lots of fun on the way there).

Term by Term:

Term	Focus	Assessment
Autumn (1 st half term)	<i>What is the point of RE?</i>	✓ Formal assessment consisting of exam style questions relating to the unit. E.g. why do some people believe in God?
Autumn (2 nd half term)	<i>Is it ever right to break the law?</i> (Judaism)	✓ Formal assessment consisting of exam style questions relating to the unit. E.g. is it ever right to break any of the 10 commandments?
Spring	<i>What is love?</i> (Christianity)	✓ Formal assessment consisting of exam style questions relating to the unit. E.g. How did Jesus show love?
Summer	<i>Why are some people followed and others ignored?</i> (Religious Leaders)	✓ Formal assessment consisting of exam style questions relating to the unit. E.g. What is the most important quality for a leader?

Homework:

Students have **one thirty minute homework** each week. Homework can either be a piece of extended writing; preparing for a debate or role play; an exam style question; some research or memorising key words and definitions for a test.

Useful Resources:

The Learning centre

- <http://www.bbc.co.uk/schools/gcsebitesize/rs/god>

The Church of England:

- <http://www.cofe.anglican.org/>

This is a very detailed site containing all the information you could ever want on Church of England beliefs and practices. There's also a good ethical issues section.

ReOnline, audio:

- <http://www.refuel.org.uk/reaudio/index/>

This site allows you to choose a keyword from any religion, and then someone pronounces and explains it.

Introduction to Judaism:

- <http://www.religioustolerance.org/judaism.htm>

A basic introduction to Judaism that deals with some of the issues we cover.

Islam at School:

- <http://www.islamatschool.org.uk/>

This website is not very user friendly but is in fact a very useful web-site, that focuses on some relevant issues.