

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	5
Mathematics	MA	5
Science	SC	4
Modern Foreign Languages: French or Spanish	MFL	2
History	HI	2
Geography	GG	2
Religious Education	RE	1
Music	MU	1
Art	AR	1
Drama	DR	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 Wednesday from 3.40pm.
- Students will also attend an **IT Induction** instead, where they will learn about organising their student area using a folder structure, using Microsoft PPT to help with class presentations, accessing student email and safe and efficient searching on the internet.

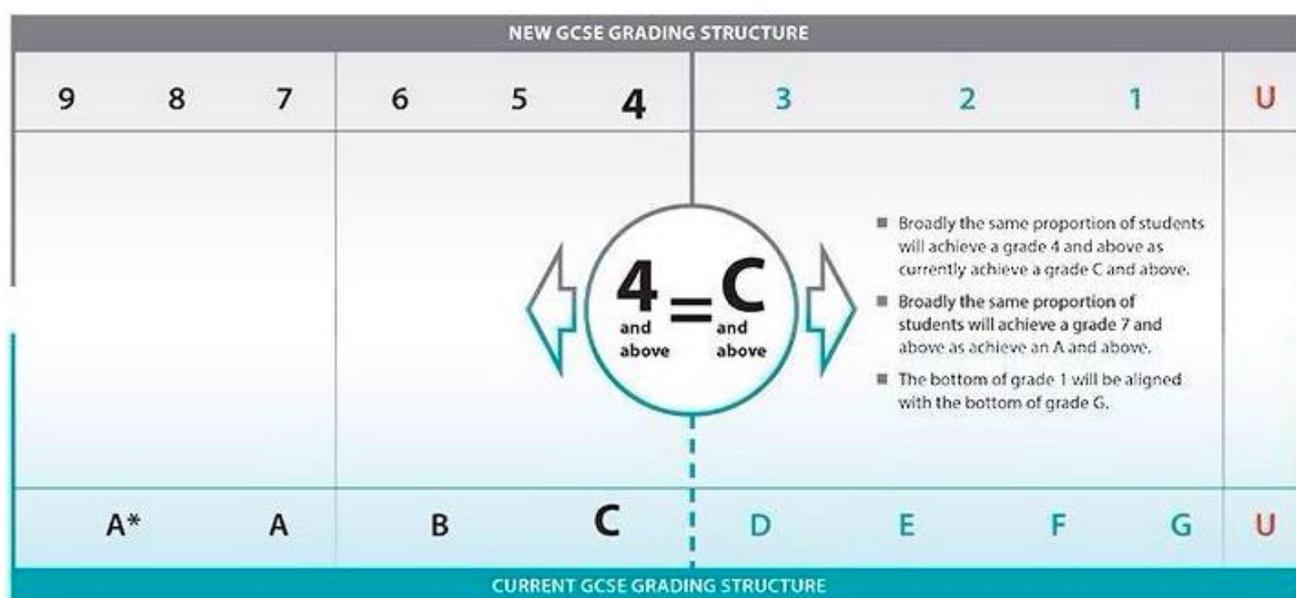
Assessment in Year 7

This year sees the introduction of a **new national grading system for GCSEs** from **grade 9 to 1**, which we will now use to grade all students from year 7 onwards.

What are the key features of the new national grading system?

- The new national grading system is from 9 (the highest grade) to 1 (the lowest grade)
- A *good* pass in a GCSE subject is grade 5
- A grade 4 is roughly equivalent to the old C grade

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**.

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 20 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
Monday 28th November – Thursday 8th December	○ Y7, 8, 9 & 10 autumn assessments
Monday 13th – Friday 24th March	○ Y7, 8, 9 & 10 spring assessments
Wednesday 21st June – Friday 7th July	○ Y7, 8, 9 & 10 End of Year Assessments

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 discussing language and structure in poetry
Summer 1	Shakespeare	An essay about the character of Helena in the play <i>A Midsummer Night's Dream</i>
Summer 2	Revision	End of Year Exam – Reading and Writing papers

Homework:

Students are set homework once a week on a Monday. This homework is in three parts:

- ❖ **Part A:** A list of 10 spellings that they have 1 week to learn. Students will be tested on these words on the first school day of the next week.
- ❖ **Part B:** A piece of creative writing linked to the fertile question they are studying. Students should complete this in half an hour, include the words from the spelling list and make sure they get the literacy point from that week, and previous weeks, correct. Students should fill the space provided and spend at least 30 minutes on this.

Homework is always due on a Wednesday at the beginning of the lesson.

Useful Resources:

- 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, encompassing the new National Curriculum. The fertile questions which lead each unit of work develop students' key process skills, namely: *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 Geometry & Measures: Mensuration	One hour non calculator paper based on this half term's learning objectives.
Autumn 2	Number: Fractions, decimals and percentages Algebra: Expressions & equations.	One hour calculator paper based on this half term's learning objectives.
Spring 1	Number: Rounding, Ratio & Proportion; Powers of 10 Geometry & Measures: Transforming shapes, tessellations and angle rules.	One hour non calculator paper based on this half term's learning objectives.
Spring 2	Number: Types of number, powers & roots Geometry & Measures: Measuring & Construction; Nets and 3D shapes.	One hour calculator paper based on this half term's learning objectives. <i>Extended homework: independent enquiry project: Investigate the meaning of Pi</i>
Summer 1	Statistics: Surveys, samples, gathering and representing data. Statistics: Introduction to probability.	One hour non calculator paper based on this half term's learning objectives.
Summer 2	Algebra: Equations & formulae Geometry & Measures: Geometrical Reasoning: lines, angles and shapes.	One hour non calculator and calculator papers based on all Year 7 work.

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:

Over the course of the year students will study the following topics:

- **General** - Introduction to Science and laboratory safety
- **Biology** – Cells and reproduction
- **Chemistry** – Elements, atoms and compounds
- **Physics** – Sound and Light
- **Chemistry** – Acids and Alkalis
- **Physics** – Space and Forces

Each unit of work will be assessed by a 30 minute exam – in each paper a percentage of marks are focussed on scientific investigations, extended writing and numeracy.

Homework:

Students will receive **one 30 minute homework** per week that is differentiated for the class. The homework activities aim to both consolidate the work they have done in class, and push them beyond the scope of their current scientific thinking.

Useful Resources:

There are a host of textbooks, books and scientific journals available in **The Learning Centre**. However any student who has fully completed every lesson in their workbook has their own ready-made textbook for revision. It is important to highlight that students who find science more difficult tend to find the CPG range of revision guides very useful. These are available from any large bookstore and via Amazon. However, it is equally important to stress that they are **revision guides**, and should not be used as a substitute for working hard in lessons and accessing a wider range of reading material.

Contacts:

If you have any questions about year 7 learning, please contact S. McGrath (i/c KS3 science) on s.mcgrath@arkacademy.org or M. Armstrong (Head of Science) on m.armstrong@arkacademy.org

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 1	<p>So, what do I know?</p> <ul style="list-style-type: none"> - Using different materials and techniques to create an image -analysis of others work 	<p>Base line assessment portfolios are constructed over this half term.</p> <p>All the work assessed to ascertain a baseline/starting level.</p>
Autumn 2	<p>Can we make pictures come alive?</p> <ul style="list-style-type: none"> -Examination of formal elements: line, texture, shape, colour -Exploration of colour theory and colour mixing 	<p>Students create an observational drawing and present this as their final piece.</p> <p>This drawing and sketch books are used to fully assess student progress.</p>
Spring 1	<p>What's your view point?</p> <ul style="list-style-type: none"> -Observation drawing -Analysis and critical evaluation techniques -Use of different 2D mediums: water colours, ink, pencils/coloured pencils, oil pastels 	<p>Students create a final piece using either, paint/oil pastel or collage which takes elements from- Picasso, Matisse and Cezanne's work. The composition and use of techniques are assessed along with the students sketch book.</p>
Spring 2	<p>Where did Art come from?</p> <ul style="list-style-type: none"> -Research and presentation techniques 	<p>Presentation of two pieces of research/art work.</p> <ol style="list-style-type: none"> 1) Cave art inspired stencil work 2) Printed patterns inspired by Arabic art
Summer 1 & 2	<p>Are our first impressions always right?</p> <p>How do we use art to celebrate life?</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>This 12 week unit consists of three formal assessments.</p> <p>Assessment 1:</p> <p>Assessment of 2D work, application and understanding of colour theory, colour mixing and the formal elements</p> <p>Assessment 2:</p> <p>Critical analysis and personal responses to the work of others and their own, quality of analytical writing.</p> <p>Final assessment:</p> <p>Assessment of student construction techniques and their design ideas in response to their artist research.</p>

Homework:

Students are set homework every other week and they are expected to spend about 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

Drama

Overview:

Students will be provided with a rich and diverse experience of the historical, cultural and practical aspects of the art form of drama. The drama curriculum will give students new insights into the world, and the means to communicate their personal response to issues in creative and effective ways. Drama is a way of expressing the real concerns people have about themselves and the society in which they live. It is also a way of celebrating culture and belief and, indeed, entertaining an audience. The drama that students experience at Ark Academy is just one thread in a vast tapestry. Students will be encouraged to wonder about the implications of such an idea.

Term by Term:

	Fertile Question	Focus	Description
Autumn 1	How can I win a BAFTA?	Beginning Drama: The principals of Creating, Performing and Evaluating	This is the first unit of Drama as a discreet art form and prepares students for the demands of the subject. Central to the unit is the <i>acquisition of key drama vocabulary</i> that will be used throughout their life at Ark. Students will perform short pieces of Drama in small groups based on the stimuli explored during the enquiry.
Autumn 2	Why use Drama to relive the past?	Exploring the Titanic: Developing characters using the real life stories from the Titanic	In this enquiry students will develop more realistic characters using a variety of explorative techniques. Stimuli will include images from the Titanic, personal statements from survivors and music written in response to the tragedy.
Spring 1 & 2	How can we Un-Myth a Myth?	Greek Mythology: The origins of theatre and stylistic features of Greek theatre.	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.
Summer 1 & 2	Do actions really speak louder than words?	Movement, and Mime: The principal concepts, techniques and skills of Physical Theatre and its potential in dramatic performances.	This unit of work builds upon the understanding of drama techniques gained this year in a very practical way, with a focus upon developing vital group work skills. Students create two short pieces of drama using the mime and movement skills and techniques learnt during the enquiry. Students then get the opportunity to create their very own silent movies using the Movie maker software.

Useful Resources:

- <http://www.bbc.co.uk/blast/>
- The Learning Centre

Design Technology

Overview:

The year 7 curriculum in **Design Technology** covers four specialisms: **Resistant Materials, Graphics, Food** and **Textiles**. Each specialism exposes the students to a range of skills and techniques which they will apply and develop during Key Stage 3 and beyond. 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 model and develop good skills through designing and making projects. They are encouraged to be creative and free thinking students.

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 • 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) • 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 • Colour 	<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. • Peer assessment, Teacher Assessment • Written Evaluation incorporating sensory analysis. • Evaluation of product produced. • Peer assessment Practical also teacher assessment. • Peer assessment • Oral Critique and feedback. • Summative Assessment: Written Test or Design Challenge.

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• Planning• Evaluating• Making skills• Understanding the working properties of metals• Basic construction techniques• Brazing• Threading• Dip coating	<ul style="list-style-type: none">• Evaluation of practical techniques. (Formative)• Evaluation of activities conducted in lesson. (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 Graphics during Year 7:

Focus	Assessment
<ul style="list-style-type: none">• Design process• Generating and developing ideas.• Analysis of blister packaging• Use of CAD – 2D Design• Evaluating• Making skills• Understanding the working properties of plastics.• Basic construction techniques• Vacuum forming• Laminating	<ul style="list-style-type: none">• Evaluation of practical techniques. (Formative)• Evaluation of activities conducted in lesson. (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.

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/>

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? Map skills</i>	GCSE-style exam
Autumn 2	<i>What is the human and physical geography of the UK?</i>	GCSE-style exam
Spring 1	<i>The New Wembley: a blessing or a curse?</i>	GCSE-style exam
Spring 2	<i>How does water shape the world?</i>	GCSE-style exam
Summer 1 & 2	<i>Where is the world's most amazing place?</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, all of which are in their homework booklets. 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/>

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 1 <i>How is learning a new language like visiting a place for the first time?</i>			Write numbers and months in French/ Spanish. Write an interview between yourself and a celebrity in French/ Spanish.	
Autumn term 2 <i>Can words be deceiving?</i>			Write a paragraph about yourself in French/ Spanish.	Answer speaking questions all about yourself and your family.
Spring term 1 <i>How is language like a building?</i>				Picture based discussion about subjects and opinions
Spring term 2 <i>How is language like a building?</i>			Write a letter in French/ Spanish all about school.	
Summer term 1 <i>How is language like a sport?</i>				Formative: Role play about sport and free time, followed by questions
Summer term 2 <i>Revision skills</i>	END OF YEAR ASSESSMENTS – students will be assessed in all four skills for their End of Year Exam (25% for each skill). Topics from the whole year will be assessed.			

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 (Year 7 Colour Language – for example: Year 7 Red French, Year 7 Green Spanish 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!

Music

Overview:

The Year 7 curriculum in music is about preparing students for success in this subject at GCSE and A-Level. It focuses on the key elements of **performing**, **composing** and **actively listening**. Students are helped to become musicians - improving their technical ability, conceptual understanding and love of music.

Term by Term:

	Focus	Assessment
Autumn 1 & 2	Baseline assessments musical skills (bridging the gap)	<p>After their baseline assessment pupils will be on a specially designed keyboard and musical skills course.</p> <p>Pupils will not make real progress in composition, performance and listening if they don't have concrete musical skills.</p> <p>The course focuses on:</p> <ul style="list-style-type: none"> ✓ Playing the keyboard with good technique ✓ Learning to read music notation ✓ Improving vocal skills ✓ General musicianship
Spring 1	Improvising and Composing	<p>Pupils learn about the importance of improvisation in a variety of musical contexts:</p> <ul style="list-style-type: none"> • Pupils perform their own improvisations in a variety of styles, demonstrating understanding of the use of a variety of scales • Pupils learn about music from other parts of the world
Spring 2	Programme Music	<p>Pupils will learn about 'Programme Music' and will explore a variety of musical devices and compositional techniques to produce their own piece of programme music entitled 'The Voyage'.</p>
Summer 1 & 2	Musical Theatre	<p>Pupils focus on Musical Theatre in the summer term, performing a Musical in collaboration with the drama department. Pupils learn the songs from a Musical called 'The Titanic'.</p>

Useful Resources:

- The practise rooms and music rooms

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), **Keyboard 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

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.

Term by Term (Boys):

	<i>Focus</i>	<i>Assessment through:</i>
Autumn 1	<i>Baseline Testing</i> How Physically Educated Am I?	Small sided invasion, striking & fielding and net/wall games (<i>Outwitting opponents</i>)
		Paired Gymnastic sequences (<i>Accurate Replication</i>)
Autumn 2	Developing physical skills & Making and applying decisions What makes LeBron James the complete basketball player?	Basketball (<i>Outwitting Opponents</i>)
Spring 1	Making informed choices about a healthy & active lifestyle Does more muscle mean a higher level of fitness?	Health Related Fitness (<i>Exercising safely and effectively</i>)
Spring 2	Developing physical skills & Evaluating and improving Is power or patience the key to badminton success?	Badminton (<i>Outwitting Opponents</i>)
Summer 1	Developing physical and mental capacity & Making and applying decisions What makes Jessica Ennis the complete athlete?	Athletics (<i>Performing at Maximal Levels</i>)
Summer 2	Developing practical skills & Making and applying decisions Fertile Question: TBC	Rugby (<i>Outwitting Opponents</i>)

Term by Term (Girls):

	Focus	Assessment through:
Autumn 1	<i>Baseline Testing</i>	Small sided invasion games <i>(Outwitting opponents)</i>
		Paired Gymnastic sequences <i>(Accurate Replication)</i>
Autumn 2	Developing Practical Skills & Evaluating and Improving	Trampolining (Accurate Replication)
Spring 1	Developing Practical Skills	Badminton <i>(Outwitting Opponents)</i>
Spring 2	Developing Physical and mental capacity & Making and applying	<i>Athletics (Performing at Maximal Levels)</i>
Summer 1	Making and applying decisions & Making informed choices about a healthy and active lifestyle	Health Related Fitness <i>(Exercising safely and effectively)</i>
Summer 2	Developing Practical Skills Making and applying decisions	Rounders <i>(Outwitting Opponents)</i>

Homework:

Students will be given homework as and when it suits the unit of work/activity. The majority of homework will utilise the internet for research. All homework issued must be completed and returned during the next PE lesson.

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.