



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

YEAR 7

Curriculum Booklet
January to July 2022

SUBJECT: Year 7 English - January to July

In English lessons between February and July Year 7 students study the following topics:

- William Shakespeare's *The Tempest*
- Shakespeare's England - nonfiction writing

What will students know?

Reading

- The social, cultural and historical context of Shakespeare and his plays (*including: biographical information on Shakespeare; The Tempest as one of Shakespeare's (problem) final plays, colonialism; Elizabeth I and James I and life in Shakespearean Britain*)
- Vocabulary specific to *The Tempest* (including fortnightly vocabulary tests)
- How to analyse the ways in which a writer uses language and structure to convey meaning
- To read for information and identify, record and infer key points
- How to structure an analytical response and how to link a text to context and writer's purpose
- Dramatic structure in a play and links to stories/narrative structure

Writing

- Conventions and structure of an information text
- How to adapt language choices to match form and audience
- How to write in accurate and grammatically correct sentences and paragraphs

Speaking and Listening

- What a formal presentation sounds like and that writing precedes formal speaking and listening
- How to deliver a formal presentation using Standard English
- How to respond to questions that they are asked

The Composite*

Students will write an extended essay which explores a central theme or character from the play and will be able to explain the writer's language choices in relation to these ideas. Within this essay, students should be able to make links to context and how the play reflects key concerns and ideas of its time.

Students will write a nonfiction piece that aims to exhibit extensive knowledge of Elizabethan England. They will then become part of a 'living library' and be able to deliver a presentation and answer questions about their chosen area of expertise.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Students will build on their understanding of how language, including figurative language, contributes to meaning established while studying the Gothic
- Students will have familiarity with discussing and identifying themes across a piece of writing, including fiction and non-fiction

Where this will be revisited

- *Macbeth* in Year 9 and Year 11
- Y8 writing for information
- Year 10 and Year 11 non-fiction reading and writing paper

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SUBJECT: Year 7 Maths - January to July

In maths lessons between January and July Year 7 students study the following topics:

- Fractions
- Decimals
- Percentages
- Angles
- Algebra
- Measures
- 3D shapes
- Ratio and proportion
- Interpreting statistical graphs and charts
- Mean, median and mode (support only)

What will students know?

- How to work with equivalent fractions, including ordering and simplifying fractions
- How to convert between improper fractions and mixed numbers
- How to find a fraction and a simple percentage of an amount
- How to add, subtract, multiply and divide with decimals, including money
- How to use place value to multiply and divide integers and decimals by 10, 100 and 1000
- Percentages are a number of parts per hundred
- How to find equivalent fractions, decimals and percentages
- How to express one number as a fraction of percentage of another
- How to estimate, measure and draw angles and how to use naming conventions for angles
- The sum of angles in a triangle, on a straight line and round a point and how to use these facts to find missing angles.
- That vertically opposite angles are equal
- The conventions of writing algebraic expressions and how to simplify them by collecting like terms
- How to substitute values into expressions and formulae
- How to expand and factorise simple expressions
- The names and properties of 3D shapes and their nets
- How to convert between different metric units and between metric and imperial units (not support)
- How to write and simplify ratios and how to solve problems involving dividing in a given ratio
- The properties, including symmetries, of triangles, quadrilaterals and regular polygons
- Read, interpret and draw charts including pictograms, bar charts and tally charts
- How to find the mean, median and mode of a set of data (support only)

The Composite*

Students should be able to solve mathematical problems of increasing complexity by accurately using the above skills. They will demonstrate these in a variety of conditions including tests.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

The Year 7 scheme of work builds upon and extends the learning done at key stage 2.

Where this will be revisited

- Fractions, decimals, percentages and proportion are all returned to and extended upon in Years 8 and 9.
- Algebra will be revisited and developed further throughout key stages 3 and 4.
- Geometry and data topics will be revised and built upon in Year 9 and into key stage 4.

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SUBJECT: Year 7 Science: Topic 7.4 Reproduction - January to April

In Science lessons between January and April Year 7 students study the following topic:

- **Reproduction**

What will students know?

- The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm. The developing foetus relies on the mother to provide it with oxygen and nutrients, to remove waste and protect it against harmful substances.
- Plants have adaptations to disperse seeds using wind, water or animals. Plants reproduce sexually to produce seeds, which are formed following fertilisation in the ovary.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know how the sex cells are adapted for their function, how sexual reproduction occurs in humans and the purpose of the menstrual cycle. That they can describe how the foetus develops and the role the placenta plays. That they can give details of the processes of pollination and fertilisation to understand how sexual reproduction occurs in plants.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- **From the Key stage 2 National Curriculum**, students will have learnt to draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. They were able to describe the life process of reproduction in some plants and animals and identify the different types of reproduction, including sexual and asexual reproduction in plants.
- **From the Key stage 3 National Curriculum**, students learnt that multicellular organisms are composed of cells. Each has a different structure or feature so it can do a specific job and these structural adaptations are special features to help a cell carry out its functions.

Where this will be revisited

During Year 11 biology students will revisit this topic again during the homeostasis and response topics, where we study the hormones involved in the reproductive cycle in more detail. Plant reproduction links into plant adaptations, which is studied in the Year 10 ecology topic.

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SUBJECT: Year 7 Science: Topic 7.5 Acids, Alkalis and Chemical Reactions

- April to July

In Science lessons between January and April Year 7 students study the following topics:

- **Acids and Alkalis**
- **Chemical Reactions**

What will students know?

- The pH of a solution depends on the strength of the acid: strong acids have lower pH values than weak acids. Mixing an acid and alkali produces a chemical reaction, neutralisation, forming a chemical called a salt and water.
- Combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light.
- Metals and non-metals react with oxygen to form oxides which are either bases or acids. Some metals react with acids to produce salts and hydrogen.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know the properties of acids and alkalis, what an indicator is and how to use the pH scale. Students carry out a neutralisation reaction and identify the products formed. They can identify when a chemical reaction has occurred, that burning (combustion) is a chemical reaction and what its reactants and products are. Students carry out and learn the common reactions of acids.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

From the Key stage 2 National Curriculum,

- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

From the Key stage 2 National Curriculum,

- 7.2 Solids, Liquids and Gases: The method chosen to separate a mixture depends on which physical properties of the individual substances are different.

Where this will be revisited

Year 9 Chemical Reactions

Year 11 Chemistry Chemical Changes

- The definitions of acids and alkalis.
- The pH scale.
- Neutralisation.
- Common reactions of acids.

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SUBJECT: Year 7 Science: Topic 7.6 Space and Electricity- April to July

In Science lessons between January and April Year 7 students study the following topics:

- Space
- Electricity

What will students know?

The solar system can be modelled as planets rotating on tilted axes while orbiting the Sun, moons orbiting planets and sunlight spreading out and being reflected. This explains day and year length, seasons and the visibility of objects from Earth.

Our solar system is a tiny part of a galaxy, one of many billions in the Universe. Light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies.

We can model voltage as an electrical push from the battery, or the amount of energy per unit of charge transferred through the electrical pathway. In a series circuit, voltage is shared between each component. In a parallel circuit, voltage is the same across each loop. Components with resistance reduce the current flowing and shift energy to the surroundings.

The Composite*

Students answer questions with increasing complexity, both informally in class and during an end of topic test to show that they know the accepted model of the solar system and how this explains day and night and the seasons. Students learn how the solar system fits into the Universe and how long light takes to travel from our nearest stars. Students learn the concepts of voltage, current and resistance and how these apply in series and parallel circuits.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

From the Key stage 2 National Curriculum

Students will at varying levels of confidence be able to: Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

Where this will be revisited

Year 9 Further taught in forces topic including gravity forces between Earth and Moon, and between Earth and Sun (qualitative only)

Year 10 GCSE Physics (trilogy and triple)

- Electric charge is a fundamental property of matter. How we use conductors, semiconductors and insulators to build electric circuits.

Year 11 GCSE Physics (trilogy and triple)

- Electromagnetic effects and how we use them.

Year 11 GCSE Physics (triple science only)

- The solar system and Milky Way, how the force of gravity holds the solar system together, how red-shift provides evidence that the universe is expanding and supports the Big Bang theory.

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SUBJECT: Year 9 Art - January to April

In Art lessons between January and April Year 9 students study the following topic:

- **Journeys**

What will students know?

- An overview of a range of artwork created by artists inspired by journeys and maps
- The range of graphical artwork the artist Stanley Donwood creates.
- How to analyse map based artwork.
- How to record a personal journey in visual form.
- How to develop the use of line, shape and colour to create patterns based on a personal journey.
- How to use mixed media to experiment and develop ideas.
- How to use a viewfinder to find and isolate areas of pattern.
- How to use press print board to create a relief print.
- How to use the reduction technique to overprint and build up relief prints with multiple colours.
- How to create a range of repeating patterns from a single motif.
- Where to find harmonising and complementary colours on the colour wheel and their impact on each other.
- How to develop ideas by taking inspiration from artists work based on journeys and maps.
- How to develop evaluative and critical skills, using Art terms to express opinions.

The Composite*

- A mixed media print inspired by a journey.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning.

- Colour theory, Surrealism (Year 9 terms 1 & 2).
- Analysis of a variety of artwork using the visual elements. (Year 7, 8 and 9)
- Consolidation and recall of Art skills, knowledge and experiences at KS1 & 2 using printmaking (COVID restrictions prevented printmaking in Art during Year 7 & 8)

Where this will be revisited

- Observational drawing skills to be built on in Year 9 during the Gargoyles project in terms 5&6.
- Observational drawing, printmaking, the use of colour and mixed media provides a key foundation for practical learning in Art and will be revisited throughout KS4 and KS5.

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SUBJECT: Year 7 DT - January to July

In DT lessons between January and July Year 7 students will work through three material areas, applying the knowledge of their foundation units within a material context:

- **Timbers foundation**
- **Textiles and e-textiles**
- **Food and nutrition**

What will students know?		
Timbers	Textiles and e-textiles	Food and nutrition
<ul style="list-style-type: none"> - Students will learn the provenance of materials - Be able to classify hardwoods and softwoods - Be able to understand the grain of timber and the properties of timber - Able to measure, mark, cut, drill, sand and finish a timber. - Work safely in a workshop environment. 	<ul style="list-style-type: none"> - Classifications of fabrics - Investigating a culture to produce a design brief and specification. - Embroidery and applique techniques - Electronic circuits and working with e textile components. 	<ul style="list-style-type: none"> - The Eatwell guide and the 8 tips for healthy eating - How to use the cooker safely and understand its functions. - Develop skilled and safe knife skills and basic cooking skills, including timing and independence. - Work safely and hygienically in a kitchen environment

The Composite*		
Timbers	Textiles and e-textiles	Food and nutrition
<p>Students will produce a small child wooden toy. They will be able to measure and mark accurately, saw, drill and finish to a high quality.</p>	<p>Students will produce an embroidered e-textiles key ring which includes a light up electronic circuit.</p>	<p>Students will produce a range of dishes using their knife skills and the cooker. They will become increasingly independent.</p>

How does this connect to prior learning and where will this be revisited?		
Timbers	Textiles and e-textiles	Food and nutrition
<p>Connections to prior learning</p> <ul style="list-style-type: none"> - Students will use their communication learning from unit 1 to draw their design ideas. - Students will use their understanding of a brief and specification in order to evaluate the success of their design. - They will use their understanding Life Cycle Assessment to evaluate 	<p>Connections to prior learning</p> <ul style="list-style-type: none"> - Students will use their communication learning from unit 1 to draw their design ideas. - Students will use their understanding of a brief and specification in order to evaluate the success of their design. - They will use their understanding Life Cycle Assessment to evaluate 	<p>Connections to prior learning</p> <ul style="list-style-type: none"> - Students will be new to a food context - Health and safety principles. <p>Where this will be revisited</p> <ul style="list-style-type: none"> - They will revisit food units in year 8 and year 9.

<p>using timber in their product.</p> <p>Where this will be revisited</p> <ul style="list-style-type: none"> - They will revisit health and safety. - They will revisit communication of ideas, measuring and making. - They will revisit the design process of meeting a design brief and specification 	<p>using textiles in their product.</p> <p>Where this will be revisited</p> <ul style="list-style-type: none"> - They will revisit health and safety. - They will revisit communication of ideas, measuring and making. They will revisit the design process of meeting a design brief and specification 	
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SUBJECT: Year 7 Computing - January to April

In computing lessons between January and April Year 7 students study the following topics

- **Introduction to programming**
- **Data representation - how colour is represented using the binary system**

What will students know?

- Introduction to programming using Edublocks (Computer Science)
 - Key programming constructs of sequence and iteration
- Data representation (Digital Literacy and)
 - How colour is represented using the binary system
 - 4 bits (a nibble) can represent 16 colours
- Introduction to programming and flowchart
 - Planning a program in Python using flowcharts

The Composite*

Students will be introduced to programming, initially using Edublocks to demonstrate how sequence and iteration are used. This will be in the context of creating a program to draw shapes on screen. This will then move to text based programming in Python, the same concepts and outcome but a different methodology.

Students will apply their knowledge of data representation (ASCII) to how colour is represented using the binary system. Following on from their work in ASCII and Binary up to 4 bits, they will use the binary system to represent 16 colours and create a digital artefact using their choices of colour.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Some students will have used various programming platforms, the most popular is scratch. This is the most commonly used platform at primary school and is a very visual way of introducing programming to students. For those who have not done any programming, this is an effective way of demonstrating how programs are built. This will then progress to Python, once we have introduced the core concepts using Edublocks.
- Students have been introduced to the binary system and how it is used to represent data in computers using ASCII to represent characters. We will apply the same technique and concept to colour and how a computer will represent colour on screen.

Where this will be revisited

- Data representation will be revisited at Year 8 and 9. The Binary element will increase to include 8 bits (Byte), file sizes and it is used to represent larger amounts of data.
- Programming is revisited in Year 8 and 9, Sequence and iteration will be revisited and Selection will be included in Year 8 and 9

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SUBJECT: Year 7 Drama - January to July

In Drama lessons between January and July Year 7 students study the following topics:

- **Greek Theatre**
- **Devising (responding, creating and performing)**

What will students know?

- Developing theatrical K&U & Ensemble Skills through Greek Choral work
- Greek choral
- Greek Theatre
- Conscience Alley
- Writing in role
- Characterisation
- Mime
- Blocking the performance space

Reading focus

- All lessons in this foundation unit will have key vocabulary displayed on the whiteboard for each lesson. Students will be given a glossary at the start of each unit and can refer to these words throughout the unit. Some lessons will involve reading from extracts and poetry where some students will have the opportunity to sight-read. Teachers will model reading as characters from scripts and define key words.

The Composite*

Students will sit an interim assessment to consolidate their knowledge of key vocabulary for each unit. They will also complete an end of unit practical performance assessment applying the skills techniques they have covered. Students will create a greek choral performance and will devise a performance based on contemporary war as a stimulus.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Theatrical skills in Unit 1 and Unit 2
- Storytelling in Unit 1

Where this will be revisited

- Each Unit 4 SOW in the KS3 curriculum is based on returning to and developing devising skills which leads on to KS4 GCSE Devising Unit completed in Year 10

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SUBJECT: Year 7 Geography - January to April

In Geography lessons between January and April, Year 7 students investigate the following topic:

- **Geography at a National and Continental Scale: Kenya and Africa**

What will students know?

- The different physical features of the African continent
- The different human features of the African continent
- How to use different types of map (including choropleth) to explain how physical and human features of Africa are interconnected
- The different physical and human features of Kenya
- Explain how and why climate varies throughout Kenya and the impact that this has on the country
- The way population is distributed throughout Kenya and the factors affecting this
- What an environmental quality survey is and how it can be used to help identify the differences between places
- The distribution of and factors affecting the inequality in Nairobi, Kenya
- How tourism can influence development contribute to the multiplier effect

The Composite*

Students will have an understanding of the different physical and human geography of Africa at a variety of scales, and be able to apply this knowledge to explain some of the patterns that they create

Students will be able to use their knowledge and skills to interpret maps and graphics including choropleth maps, and be able to begin to explain and illustrate the inequality that exists across the world we live in

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Connections to the core knowledge of continents and oceans, as well as the differences between human and physical geography, and rural and urban environments
- Continued development of different fieldwork techniques to enhance understanding having started this in the first unit

Where this will be revisited

- The theme of scale is revisited throughout all three Key Stages, but this is also the theme for the whole of Year 7 Geography, with scale addressed at a Local, National, Regional, Continental and Global aspects.
- The influence of climate on the environment is revisited in the third unit of Year 7, as well as in Y8 Tropical Rainforests and Polar Environments, as well as at GCSE level in Ecosystems and Weather Hazards
- Development and Inequality is revisited at Y9 Development and Y10 Changing Economic World.

Core Concepts which are present throughout all Key Stages

- Scale
- Fieldwork
- Causality
- Inequality

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SUBJECT: Year 7 Geography - May to July

In Geography lessons between May and July, Year 7 students investigate the following topic:

- **Geography at a Global Scale: Ecosystems and Biomes: Hot Deserts and Oceans**

What will students know?

- The distribution and characteristics of different biomes around the world
- The characteristics of hot deserts and the factors affecting their location on the planet, including Global Atmospheric Circulation
- Different animal and human adaptations to the desert environment
- A case study of Death Valley, USA to investigate how humans thrive in this environment
- The characteristics of the ocean biome
- How climate change is impacting the oceans
- How humans use the ocean and the impact that they are having on them through fishing and a case study of coral reefs
- How plastic pollution is impacting the ecosystems of the ocean biome

The Composite*

Students will have an understanding of the locations, characteristics and features of global biomes, with a focus on hot deserts and oceans.

Students will be able to use their knowledge on these topics to explain, justify and investigate the impacts that humans are having on these biomes.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Connections to the core knowledge of continents and oceans
- Explanation of how climate impacts the environment
- Continued development of different fieldwork techniques to enhance understanding having started this in the first unit

Where this will be revisited

- The theme of scale is revisited throughout all three Key Stages, but this is also the theme for the whole of Year 7 Geography, with scale addressed at a Local, National, Regional, Continental and Global aspects.
- The core knowledge from this unit is revisited again at GCSE level in the ecosystems unit, as well as in Year 8 Polar Environments, Y8 Rainforests and Y9 Sustainability.

Core Concepts which are present throughout all Key Stages

- Scale
- Fieldwork
- Causality
- Sustainability
- Climate Change

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SUBJECT: Year 7 History - January to April

In history lessons between January and April Year 7 students study the following topics:

- **What travelled along the Silk Roads?**
- **Why did Henry VIII break with Rome?**

What will students know?

Silk Roads

- The geography of the Silk Roads
- Trade along the Silk Roads
- The spread of religion and ideas along the Silk Roads with a particular focus on Islam
- The spread of empires along the Silk Roads with a focus on Alexander the Great and the Macedonians
- The reasons why mediaeval Baghdad became a centre of knowledge and learning

Break with Rome

- Catholicism and Protestantism
- Henry's marriages and desire for an heir
- The break with Rome

The Composite*

Students will write an analytical description describing and explaining how ideas, trade commodities and empires travelled along the Silk Roads.

Students will complete a short piece of writing evaluating the relative importance of the causes of Henry VIII's break with Rome

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- The students will learn about the global context of the mediaeval history they studied earlier in the year (Y7)
- By studying Alexander the Great and the Mongols students will see further examples of how empires spread and are consolidated. They have already been introduced to this through the example of William the Conqueror.

Where this will be revisited

- The nature of society and the role of organised religion will be revisited in relation to Henry VIII's conflict with the Catholic Church (Y7)
- Students will continue to encounter examples of imperialism when they study the British Empire (Y7, 8 and 9)

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SUBJECT: Year 7 History - May to July

In history lessons between April and July Year 7 students study the following topics:

- **How does Miranda Kaufman use sources to find out about the lives of black Tudors?**
- **What was the legacy of the British Empire?**

What will students know?

Black Tudors

- 16th century ideas about race
- Migration to and from Tudor England
- Miranda Kaufman's use of sources to reach conclusions

British Empire

- The development of the British Empire
- The impact of the British Empire in Ireland
- The impact of the British Empire in India
- The impact of the British Empire in Africa

The Composite*

Students write an analytical essay explaining the consequences of the British Empire

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- The students will draw directly on their knowledge of Henry VIII's reign from their previous unit (Y7)
- This unit will draw on the previous encounters with imperialism in Y7 (Alexander the Great, William the Conqueror and the Mongols).
- The consideration of Miranda Kaufman's use of sources builds on their previous encounter with a historian (Peter Frankopan in the Silk Roads unit). Encountering multiple historians develops their understanding of history as a subject and how we can find out about the past.
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Where this will be revisited

- Students will encounter multiple other historians, interpretations and primary sources throughout the curriculum
- Students will draw on their knowledge of the British Empire when they learn about transatlantic slavery and the Industrial revolution (Y8) as well as the First and Second World Wars (Y9)

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SUBJECT: Year 7 MFL German - January to July

In German lessons between January and July, students study the following topics:

Throughout:

- Recapping and introducing key German phonics and applying these to German pronunciation.
- Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.
- Retrieval of previously taught content.

January to March:

- Talking about pets and using pronouns to refer to their pets. Learning about the different ways of forming plurals of nouns.
- Understanding the verb form kann which comes from the verb können and how the infinitive goes at the end of the sentence.
- Talking about family members and learning numbers from 30 up to 100. Using the possessive pronouns mein, dein, sein and ihr to talk about family members. Recapping the present tense using the verb sein (to be) and haben (to have).
- Talking about birthdays and learning the months and how to use ordinal numbers.

End of March to July:

- Talking about which sports you play leisure activities and giving an opinion. Recapping the present tense and introducing the irregular verbs fahren, lesen and sehen.
- Talking about mobiles and computers. Talking about school subjects, facilities, rules, days and times
- Using the word weil to give reasons and opinions, recapping German word order.
- Describing teachers and recapping sein (his) and ihr (her).

What will students know?

- How to describe their pets. Describe family members, ages, birthdays and give detailed physical descriptions of themselves and other people.
- How to describe what they do in their free time and give positive and negative opinions about different free-time activities.
- How to talk about school, including talking about subjects, facilities and teachers, using the present tense. They will be able to describe their timetable at school.
- How to use a range of pronouns with conjugated verbs.
- How to apply their knowledge of a range of phonics to German pronunciation.

The Composite*

Students will be doing pair work and reading and listening comprehension tasks and writing in the target language. Vocab tests will be completed three times a term. In their summative assessment, students will be tested on all of the above content. Once a term there will be comprehension tasks on an authentic text and an opportunity to further embed phonics.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Many of our students have no knowledge or only very superficial knowledge of German given the subject is not consistently taught in all primary schools.
- The fundamentals will be taught in a way that allows plenty of repetition and depth to promote understanding and memorisation. For those with prior knowledge, there will be opportunities for extension work.

Where this will be revisited

- The topics of family, physical descriptions will be revisited in Year 10 in Terms 3.
- Topic of free-time and leisure activities is revisited in Year 10 Term 2.
- The topic of school will be revisited in Year 10 term 1.
- Genders, agreements, prepositions, personal pronouns, present tense of regular and irregular verbs will be revisited in Years 8 and Year 9.
- Phonics will be revisited throughout Years 8 and 9.

*The composite means the end product or coming together of all that is learnt in the topic, unit or term. For example this could be a 'performance' in music or PE, an extended piece of writing in English or history, or the solving of a complex mathematical problem.

SUBJECT: Year 7 MFL Spanish - January to July

In Spanish lessons between January and July, students study the following topics:

Throughout:

- Learning difficult Spanish phonics and aspects of Spanish pronunciation.
- Practising the skills of Listening, Speaking, Reading and Writing in a foreign language.
- Retrieval of previously taught content.

January to March:

- Talking about what sports you and other people do, using the verbs *jugar* and *hacer* in the present tense. Using these key verbs in the first, second and third person.
- Describing what subjects you study at school, what there is and isn't at your school, what you and others do at break time
- Applying the verb *gustar* to nouns, using the key auxiliary verb *hay*, introduction of -er and -ir verbs using these two groups of verbs primarily in the first person, but recognising the full paradigm

End of March - July:

- Describing who is in your family, including ages. Learning numbers from 30 up to 100 to be able to describe age. Using the possessive pronouns *mi*, *tu*, *su* to talk about family.
- Describing hair and eye colour using the verb *tener* of yourself and other people. Recapping rules of adjectival agreement for both gender and number.
- Describing physical appearance of yourself and of people, using the verb *ser*. Describing where you live using the verb *estar*.

What will students know?

- How to describe what you do in your free time and give positive and negative opinions about different free-time activities
- How to talk about school, including talking about subjects, facilities and teachers, using key -ar verbs in the present tense. They will be able to describe their timetable at school.
- Describe your family, including family members, ages, birthdays and give detailed physical descriptions of yourself and other people, and talk about where you live, generally.
- Using a range of pronouns with conjugated verbs.
- How to apply their knowledge of a range of phonics to Spanish pronunciation.

The Composite*

Students will be doing pair work and reading and listening comprehension tasks, writing in the target language. Vocab tests will be completed three times a term. In their summative assessment, students will be tested on all of the above content. Once a term there are comprehension tasks on an authentic text.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Many of our students have no knowledge or only very superficial knowledge of Spanish given the subject is not consistently taught in all primary schools.
- The fundamentals will be taught in a way that allows plenty of repetition and depth to promote understanding and memorisation. For those with prior knowledge, there will be opportunities for extension work.

Where this will be revisited

- The topics of family, physical descriptions will be revisited in Year 10 in Terms 4 and 5 of year 10 .
- Topic of free-time and leisure activities is revisited in term 4 of year 8.
- The topic of school will be revisited in Year 10 term 2.
- The topic of where you live will be revisited in term 1 of year 8, and again in term 1 of year 9. It will then be taught again in term 1 of year 11.
- Genders, agreements, prepositions, personal pronouns, present tense of regular -ar, -er and -ir verbs, will be revisited in Year 9.
- Phonics will be revisited throughout Years 8 and 9.

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SUBJECT: Year 7 Music - January to July

In Music lessons between January and July Year 7 students study the following topics:

- **Continuation of Keyboard Skills through the playing of Ode to Joy.**
- **Chinese Music**
- **Instruments of the Orchestra**
- **The Planets Suite Composition Project**

What will students know?

- Treble Clef notation and finding the relevant notes on the keyboard.
- How to use their 5 fingers on the keyboards for the playing of Ode to Joy.
- Learning about the music of China
- The Pentatonic Scale and how it is used to compose a melody to describe a story or scene.
- Recognition of the instruments of the Orchestra and their different timbres.
- How programme music is used by certain composers to describe a thing, story, animal, scene or person (we will listen to Holst's Planets, Prokofiev's Peter and Wolf and Saint Saens Carnival of the Animals.)
- Understanding how different musical scales can be used in a musical composition to create the desired effect.

The Composite*

Students will demonstrate their knowledge and learning in the following ways:

They will show their understanding of the key concepts and musical language through a written interim test. Students will present their performances on the keyboard for recording and assessment. They will perform their musical compositions on the planets suite in a piece of music entitled "my space journey". This performance will demonstrate their use of various scales.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

- Performance and composition skills will be connected to prior learning in terms 1 and 2 through the Stomp Project and the Performance of Ode to Joy, as well as to notation learning in Primary school.

Where this will be revisited

- In Year 8, students will continue to develop their performance skills and musical understanding through the use of keyboards, glockenspiels and percussion instruments in the topics of Blues Music, Gamelan Music, Caribbean Music and Theme and Variations.
- They will be able to revisit the knowledge gained on composing with various scales when they study the Gamelan Music of Indonesia.
- They will be able to develop their keyboard skills when they learn about chords in the music of Blues and Reggae Music.

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SUBJECT: Year 7 PE - January to April

In PE lessons between January and April Year 7 students study the following topics (dependant on groups):

Pe1 - Football/Basketball / Pe2 - Rugby/Netball / Pe3 - Gymnastics/Basketball / Pe4 - Basketball/Football)

What will students know?

The fundamental movement skills and components of fitness required to perform skills competently.

The building blocks to skilful movement can be found in the fundamental movement skills required to be performed well in order to be successful with performance of a skill in sport. For example in football, controlling a ball effectively can not happen without good reaction time, agility to change direction to meet the ball, and the coordination to meet it.

The techniques and teaching points to perform specific skills effectively.

In rugby students will be taught core and advanced skills toward gaining competency in passing, carrying, tackling which enable them to effectively engage with attacking and defending plays.

The rules, strategies, and tactics required for the activity.

Students will know how to take part in team sports fairly, and will know the rules. They will learn basic strategy for individual play within a team setting. For example, jockeying a player before diving in to tackle, and the importance of keeping possession.

How to participate healthily in football and gymnastics.

Students' attitude to learning will be reported through their participation. In gymnastics students are explicitly taught how to perform well, and how to get the most out of gymnastics lessons to have a benefit on physical health and emotional health.

The Composite*

In each lesson the composite is performance of the skill outlined in the learning objective. This is either through performance in competition or isolated practice activity. For example, in lesson 1 of football the composite is 'controlling the ball in order to keep it away from opponents'. At the end of the unit of work the composite will be performance in a game/conditioned activity to highlight each skill learnt.

Gymnastics follows the same model with each lesson having a composite, with all composites performed as part of a final performance.

How does this connect to prior learning and where will this be revisited?

Connections to prior learning

Some students may have been introduced to Core skills in isolation at primary school for gymnastics. We are very aware of the lack of indoor PE in the last 2 years so this unit of work aims to build competence in the fundamental gymnastic skills.

Where will this be revisited?

These activities are all repeated in Y8 and the lessons will use the skills learnt in Y7 as a base to progress the learning to more complex skills. For example, control of a ball will focus on more complex movements and techniques, passing will move from short and long passes to through balls and switches of play.

In gymnastics Y8 equipment is used to further develop gymnastic movement.

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SUBJECT: Year 7 Religious Studies - January to July

In RS lessons between January and July Year 7 students study the following topics:

- **Buddhist Ethics**
- **Evaluating Religious Stories**

What will students know?	
Buddhist Ethics <ul style="list-style-type: none">- Life of the Buddha, the Four Sights, the Wheel of life, the Nature of Impermanence, the Four Noble Truths, the Eightfold Path, the five Precepts- Buddhism, Peace and Violence- Different Types of Buddhism- Language and Buddhism	Evaluating Religious Stories <ul style="list-style-type: none">- Why do we tell stories?- David and Goliath (Judaism)- The Good Samaritan (Christianity)- Two Gardens and the Cave (Islam)- The Khalsa Knights (Sikhism)- The Monkey King (Buddhism)- The Great Battle (Hinduism)

The Composite*	
<p>Students will produce a written response to the following evaluative Core Assessment Question: 'The Buddha's ethical teachings are a useful guide for life, even if you are not religious'.</p> <p>Within the answer students need to evaluate this statement by providing a range of arguments that are well- supported with reasons and evidence.</p> <p>Therefore they will be able to use knowledge to:</p> <ul style="list-style-type: none">- Describe key ethical teachings in Buddhism- Explain how a modern Buddhist might use these ethical teachings in their everyday life- Have considered their own personal responses to the various Buddhist ethical teachings covered	<p>Students will produce a written response to the following evaluative Core Assessment Question: 'Religious stories are a useful guide for life, even if you are not religious'.</p> <p>Within the answer students should be able to:</p> <ul style="list-style-type: none">- Understand that there is diversity of belief and practice within as well as between religions, how to interpret meaning within religious stories and understand that this can inform difference beliefs and practices, that religious stories are sources of authority that many religious people may use in their everyday life and have considered their own personal responses to the various religious stories covered

How does this connect to prior learning and where will this be revisited?
<p>Connections to prior learning</p> <ul style="list-style-type: none">- Students will have studied a variety of religions and all of this prior knowledge can be drawn upon and secured further through study and comparison in the sources of authority module <p>Where this will be revisited</p> <ul style="list-style-type: none">- Personal reflections and responses (Y7 and Y8)- The influence of sources of authority on beliefs and practices (Y7 and Y8)- Core religious beliefs and practices make up 50% of the GCSE in RPE. Buddhism is one of the focus religions for the GCSE. These are also applied to ethical themes.

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