



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

YEAR 7

Curriculum Booklet

Sept to Dec 2021

SUBJECT: Year 7 English - September to January

In English lessons between September and January year 7 students study the following topics:

- **Charles Dickens' *A Christmas Carol***
- **The Gothic genre as inspiration for creative writing**

What will students know?

Reading

- The place of *A Christmas Carol* in literary and historical context
(including: biographical information on Charles Dickens; morality tales; Poor laws; workhouse; child labour; Gothic texts tradition; Industrial Revolution and how technological changes influenced the novel in the 19th century.)
- Vocabulary specific to narrative and *A Christmas Carol*
- How to analyse the ways in which a writer uses language to shape and 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

Writing

- Features and structure of a narrative text (exposition, climax, resolution)
- Features of the Gothic and the importance of Gothic literature in the literary heritage
- Imagery and how it is created and used; to create imagery in their own writing
- Gothic writing: descriptive and narrative writing and the difference between the two
- How to use a picture as a stimulus for a piece of writing
- How to write in accurate and grammatically correct sentences and paragraphs

The Composite*

Students will write an extended essay which explores a central theme or character from the novel 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 novel is a reflection of its time.

Students will write a creative piece that aims to emulate some of the key features of the Gothic genre and imagery that they have studied

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

Connections to prior learning (as outlined in the KS2 National Curriculum)

- Students will build on their understanding of how language, including figurative language, contributes to meaning
- Students will build on their practise drawing inferences from a text and supporting with evidence.
- Students will have familiarity with discussing and identifying themes across a piece of writing, including fiction and non-fiction

Where this will be revisited

- Naturalism in Year 8 (Gothic as the antithesis)
- Year 9 Gothic revision - the study of *Macbeth* and creative writing linked to this
- Year 10 *Frankenstein* - Gothic features of the novel

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SUBJECT: Year 7 Maths - September to December

In maths lessons between September and December year 7 students study the following topics:

- Addition and subtraction
- Perimeter
- Ordering and rounding
- Negative numbers
- Multiplication and division
- Area
- Order of operations
- Number Theory
- Mean, median and mode

What will students know?

- How to add and subtract integers and decimals using formal and informal methods
- How to find the perimeter of shapes, including compound shapes
- How to order integers and decimals
- How to round to 1 or 2 decimal places
- How to round the upper and lower bounds of discrete measures which have been rounded
- How to use and order negative numbers
- How to add, subtract, multiply and divide with negative numbers
- How to find the area of rectangles, triangles, parallelograms and simple compound shapes
- How to multiply and divide integers and decimals using an appropriate method
- The meaning of prime number, factor, multiple, square number, cube number
- How to perform tests of divisibility
- How to find the mean, median and mode of a set of data

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

Where this will be revisited

- Number skills will be used and further developed throughout key stage 3 and 4
- Number Theory in year 8 introduces prime factorisation, lowest common multiples and highest common factors
- Area is revisited and extended upon in year 8

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SUBJECT: Year 7 Science: Topic 7.1 Cells and Microbes - September to December

In Science lessons between September and December year 7 students study the following topics:

- Cells
- Microbes

What will students know?

- Multicellular organisms are composed of cells. Each has a different structure or feature so it can do a specific job. Each cell has a different structure or feature so it can do a specific job.
- Structural adaptations are special features to help a cell carry out its functions.
- Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes. There are many types of cell. Each has a different structure or feature so it can do a specific job.
- The parts of the human skeleton work as a system for support, protection, movement and the production of new blood cells. Antagonistic pairs of muscles create movement when one contracts and the other relaxes.
- Be able to explain how diseases caused by viruses, bacteria and fungi are spread in animals and plants.
- Know that pathogens are microorganisms that cause infectious disease. Pathogens may be viruses, bacteria or fungi. They may infect plants or animals and can be spread by direct contact, by water or by air. Bacteria and viruses may reproduce rapidly inside the body. Bacteria may produce poisons (toxins) that damage tissues and make us feel ill. Viruses live and reproduce inside cells, causing cell damage.
- The history of vaccination and how it works.

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 key parts of a cell and their functions. That they can link the adaptations of specialised cells to their function and know how multicellular organisms are organised. They can explain how the human body moves. That they have learned how pathogens cause disease and how vaccinations were developed and how they prevent disease.

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 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. They could identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They could identify that humans and some other animals have skeletons and muscles for support, protection and movement and recognise that living things can be grouped in a variety of ways. They explored and used classification keys to help group, identify and name a variety of living things in their local and wider environment.

Where this will be revisited

- During year 10, biology students will revisit the cells topic again by studying cell structure in more detail as well as the structure and function of organ systems, such as the digestive and circulatory system.
- Microbes are revisited during the year 10 infectious diseases and the bodies response to disease topic.

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SUBJECT: Year 7 Science: Topic 7.2 Solids, Liquids and Gases and Solutions - September to December

In Science lessons between September and December year 7 students study the following topics:

- **Solids, Liquids and Gases**
- **Solutions**

What will students know?

- Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).
- Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.
- A pure substance consists of only one type of element or compound and has a fixed melting and boiling point. Mixtures may be separated due to differences in their physical properties. The method chosen to separate a mixture depends on which physical properties of the individual substances are different.

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 to use particle theory to explain the properties of solids, liquids and gases. Students will learn and carry out the techniques used to separate different types of mixture.

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

Connections to prior learning

From the Key stage 2 National Curriculum,

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes

Where this will be revisited

Chemistry 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter

- The three states of matter, changes of state and particle theory.
- The structure and bonding of a substance determines its melting and boiling points.
- Mixtures can be separated by physical processes such as filtration, crystallisation, simple distillation, fractional distillation and chromatography.

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SUBJECT: Year 7 Art - September to December

In Art lessons between September and December year 7 students study the following topic:

- **Introduction: Drawing**

What will students know?

- The five stages of producing an observational drawing.
- How to use five tones to add depth, detail and form to their drawings.
- A range of mark making techniques to show tone and texture in their drawings.
- How to interpret and represent an object in a variety of ways using different techniques and media.
- How to present work in their sketchbook.
- How to develop their evaluative and critical skills, using Art terms to express their opinions.

The Composite*

- Observational drawings using pencil, pen and mixed media, using mark making and shading techniques to show tone and texture.
- Work annotated and evaluated work in sketchbooks.

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

Connections to prior learning

- Consolidation and recall of Art skills, knowledge and experiences at KS1 & 2.
- Pupils will have varying Art skills and experiences dependent on the primary schools they have previously attended.

Where this will be revisited

- Drawing provides the foundation for all art practical learning and will be revisited throughout KS3, KS4 and KS5.

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SUBJECT: Year 7 DT - September to December

In DT lessons between September and December year 7 students study the following topics:

- **Foundation in communication drawing**
- **Graphic design - branding Beijing 2022 logo**
- **Foundation in design thinking**

What will students know?

- Students will learn a range of drawing techniques: one and two point perspective and rendering.
- Students will learn graphic design principles and tips: such as layout and composition, colour harmonies, and typography. They will also learn how to come up with a range of ideas for a logo.
- Students will learn what is involved in the design process, from analysis, responding to and writing specifications, understanding the needs of a user, and drawing and modelling responses. They will learn about key design principles of form and function, life cycle assessment of a product, and learn from past design movements.

The Composite*

Unit 1 - The student will be able to draw a rendered two point perspective drawing of a building and streetscape.
Unit 2 - Students will design a well refined Beijing 2022 Winter Olympic logo. They will be able to write a coherent evaluation of their work using the key terms and concepts taught.
Unit 3 - Students will design a model for an ergonomic games controller. They will be able to analyse and evaluate existing and past designs.

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

Connections to prior learning

- This is the student's first DT experience. They will make connections with other subjects, such as shading and the four elements of drawing in art.

Where this will be revisited

- These foundational concepts will be revisited throughout each of the following units and rotations in terms 4-6. The graphical communication work will be revisited formally as a unit in year 8.

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SUBJECT: Year 7 Computing - September to December

In computing lessons between September and December year 7 students study the following topics

- **Understanding and using Google Workspace**
- **E-safety**
- **Programming Construct - sequence**

What will students know?

- How to log on to a PC or chromebook from school and from home
- How to navigate Google Workspace
 - Google My Drive
 - Create Google Docs, Slides and Sheets
 - Navigate Google Classroom
 - Use Google Mail (GMail)
- How to stay safe online
 - assess information that is received or sourced
 - positive digital footprint
- Programming construct - sequence
 - how to code simple sequence programs in Python, a textual programming language
 - the flowchart symbols and how to draw simple sequence flowcharts

The Composite*

Be able to work with the Google Workspace applications that all subjects will possibly be using, especially for homeworks.

Be able to identify safe sources of information and know how to generate a positive online presence.

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

Connections to prior learning

- Some students may have worked in Google Workspace at primary school during lockdown. However, many will not have, and this topic will ensure a consistency across the year group so that they know best practice within the school. All teachers will be using Google Workspace in this way.
- Students may already be aware of how to stay safe online - but there are many areas within this topic and it is crucial to build on their understanding in an age appropriate way. This important topic should enhance what they already know.

Where this will be revisited

- Google Workspace will be revisited at the start of year 8 and 9 to ensure consistency across the school.
- Online safety will be recapped in an online safety day later in year 7, and again in year 8 & 9.
- Programming and the underlying understanding of how computers represent and process data will be revisited each year in KS3, getting progressively more complex, building on what has been previously learned.

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SUBJECT: Year 7 Drama - September to January

In Drama lessons between September and January year 7 students study the following topics:

- **Unit 1: Foundation Skills**
- **Unit 2: Puppetry**

What will students know?

Students will know the following key drama skills and techniques for foundation skills unit:

Still image, transitions, narration, improvisation, physical and vocal skills, history of puppetry, distinguishing features of marionette and puppet manipulation. Core principles of manipulation: breath, focus and weight. Developing a narrative for a puppet story.

These skills will be taught in stand alone lessons for the first 7 weeks of each unit and then applied in an end of unit performance assessment.

Reading focus

All lessons in each unit will have key vocabulary displayed. Students will be given a glossary at the start of each unit and can refer to these words throughout. Some lessons will involve reading from folktales in the form of scripts such as Hansel and Gretel. Some students will have the opportunity to sight-read. Teachers will model reading as characters from scripts, adapting vocal skills as required.

The Composite*

Students will complete an interim assessment of the key vocabulary for each unit. Students will also complete an end of unit practical performance where they can consolidate the skills and techniques they have been taught. For Unit 1 foundation skills, students will create a shortened version of a folktale. For Unit 2, students will devise a puppeteered performance.

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

Connections to prior learning

Students will have prior learning of role-play in KS2. Students will build on this to create and sustain a character. They will build on their skills of using linear narratives in KS2 to using non-linear narratives. They will build on skills from using naturalistic drama to non-naturalistic drama through the use of drama techniques.

Where this will be revisited

Foundational skills will be revisited in Unit Greek Theatre (unit 3) and Devising Drama (unit 4)
Foundational skills will also be developed at a higher level at the start of year 8

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SUBJECT: Year 7 Geography - September to December

In Geography lessons between September and December year 7 students investigate the following topic:

- **Geography at a local and National Scale: Oxford and the UK**

What will students know?

- The difference between human and physical geography
- An understanding of the concept of scale and how it is used in Geography
- The 7 continents and 5 oceans (names and locations)
- The location and names of some major European countries
- The difference between latitude and longitude, and how to use these to locate points around the world
- The different physical and human features of the UK, including capital cities and counties
- How to use grid references (4 and 6 figure) to locate places on Ordnance Survey maps
- How to interpret Ordnance Survey maps in terms of topography and distances using contour lines and scales
- The difference between rural and urban areas and what their characteristics are
- How population is distributed around the UK, and some of the reasons for this
- The human features of Oxford
- The history and context of urban change in Oxford
- The challenges of urban change in Oxford
- The ability to explain how and why this challenges may change over time using connectives and evidence
- The cultural diversity of Oxford and the history behind this

The Composite*

Students will have an understanding of the fundamentals of geography, which will equip them with the skills and knowledge to make the most of the curriculum as it progresses at KS3

Students will be able to use their knowledge and skills to interpret maps, and to understand the history, context and future for their local area of Oxford

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

Connections to prior learning

- This will build on knowledge that some students will join the school with but will ensure they have a base of skills and knowledge which are common throughout the year group (as they will have had varying experiences of Geography at primary school, based on our research from local primaries) and are then used as a base to work towards satisfying the intent of the KS3 curriculum.

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 Local, National, Regional, Continental and Global aspects.

Core Concepts which are present throughout all Key Stages

- Scale

SUBJECT: Year 7 History - September to December

In history lessons between September and December year 7 students study the following topics:

- **Did the Norman Conquest completely change England?**
- **Could you challenge a Medieval king?**

What will students know?

- Contenders for the throne in 1066
- The events of 1066 and the Norman victory
- Norman control as exerted through the feudal system, Domesday Book and fear
- Evidence about the extent of change in England
- The nature of life in medieval England
- The power and influence of the Church and religion
- The causes of the murder of Thomas Beckett
- The beginnings of parliament
- The impact of the Black Death in 1348
- The significance of King John and Magna Carta
- The causes and consequences of the Peasants Revolt in 1381

The Composite*

Students will write an essay evaluating the extent of change caused by the Norman Conquest.

Students will do a piece of extended writing evaluating the consequences of the Peasants Revolt.

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

Connections to prior learning

- N/A (these are the first units in KS3 History)

Where this will be revisited

- The nature of society and the role of organised religion will be revisited when students explore the causes and consequences of Henry VIII's break with Rome
- The changing nature of power and the shape of everyday life will continue to be explored in the remainder of the curriculum
- The first glimpses of empire under the Plantagenet kings will return in the British Empire unit in year 8
- The concept of emancipation in the loosening of feudal bonds returns in units on Black America and women's rights

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SUBJECT: Year 7 MFL German - September to December

In German, lessons between September and December year 7 students study the following topics:

- Greeting people and introducing yourself (name, age, numbers up to 21).
- Learning German phonics and aspects of German pronunciation.
- Learning the alphabet, rules of gender, number and colours and articles.
- Understanding how to use the present tense with regular verbs such as wohnen- to live.
- Learning how to conjugate the verb haben-to have and how to say what you have plus the indefinite article.
- Talking about pets, family members, birthdays and ordinal numbers.
- Understanding the verb form kann which comes from the verb können and how the infinitive goes at the end of the sentence.

What will students know?

- How to introduce themselves and give information about themselves in speaking and writing tasks.
- How to ask questions on the topic: What is your name? How old are you? When is your birthday? Do you have a dog/a computer/ a snake...?
- How to recognise key regular verbs and verb patterns in the present tense.
- How to use a range of nouns and understand basic instructions on the topic of themselves to promote the use of the Target Language.
- Numbers from 1 to 21.
- How to use The and A in German applying the rules of gender and number
- How to pronounce a range of specific German phonics.

The Composite*

Communicate verbally and in writing, giving and seeking basic information about themselves and applying rules of gender to nouns. When? how?
Be able to seek information and answer fundamental questions.
Count with confidence up to 21.
Apply pronunciation patterns when reading aloud new words or short texts.

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. The fundamentals will be taught in a way that allows plenty of repetition and depth to promote understanding and memorisation.

Where this will be revisited

- The topics of personal identification will be revisited at the start of years 8 and 9 (revision in Term 1) and year 10.
- Numbers will be taught and revisited on a regular basis.
- Genders, the words for the and a/an, phonics, present tense will be revisited in year 8 and 9.
- Phonics will be revisited throughout years 8 and 9.

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SUBJECT: Year 7 MFL Spanish - September to December

In Spanish lessons between September and December year 7 students study the following topics

- Greeting people and Introducing yourself (name, age, birthday, where you live)
- Talking about your brothers and sisters, using the numbers 1-31
- Talking about what pets you have and describing them
- Talking about hobbies and likes/dislikes, and talk about the weather
- Learning the rules of gender, number and agreements, articles
- Learning Spanish phonics and aspects of Spanish pronunciation.

What will students know?

- How to introduce themselves and describe their personality, giving information about themselves in speaking and writing.
- How to ask questions on the topic: What is your name? How old are you? When is your birthday? Do you have siblings? Do you like...?
- A range of hobbies and sports with the verbs *jugar* and *hacer* in the Yo and Tú forms of the present tense.
- Understand the process of conjugation of Spanish -ar verbs, focusing on the Yo and Tú forms
- A range of nouns and basic questions on the topic of All About Me to promote the use of the Target Language.
- Numbers from 1 to 31.
- How to use The and A in Spanish applying the rules of gender and number
- How to pronounce a range of specific Spanish phonics.

The Composite*

Communicate verbally and in writing, giving and seeking basic information about themselves and applying rules of gender to nouns.

Be able to seek information and answer basic questions about likes and dislikes.

Be able to count up to 31 with confidence

Apply complex pronunciation patterns when reading aloud new words or short texts.

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. The fundamentals will be taught in a way that allows plenty of repetition and depth to promote understanding and memorisation.

Where this will be revisited

- The topics of personal identification will be repeated towards the end of year 7, as revision in year 8 and in year 10.
- Numbers, hobbies and opinions will be revisited regularly in year 9.
- Genders, agreements, and verb conjugations are regularly visited throughout the year, as will phonics.

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SUBJECT: Year 7 Music - September to December

In Music lessons between September and December year 7 students study the following topics:

- **PERCUSSION, RHYTHM & PULSE in the STOMP Performance.**
- **KEYBOARD SKILLS AND BASIC NOTATION**

What will students know?

- Introduction to notation reading and Kodaly notation and rhythms.
- How to compose and perform a rhythmic piece based on STOMP.
- How to work together as a team and playing in time with others.
- How to read note lengths and simple treble clef pitches.
- How to play simple 5 finger note patterns on the keyboard.
- How to perform Ode to Joy in various differentiated versions.

The Composite*

There will be a group performance to assess the rhythmic and ensemble skills gained through the STOMP musical project.

Students will be assessed on their ability to maintain a rhythm and to perform various ostinati.

Students will also be assessed on their performance of their Ode to Joy KB pieces in pairs.

They will also be assessed on their ability to play a piece fluently on the KB's and with accuracy and with expression.

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

Connections to prior learning

- Building a bridge between year 6 and year 7 music by revisiting notation, rhythm and pulse.

Where this will be revisited

- This will be revisited In our next topic that will involve paired further work on notation and keyboard skills, as well as in a further composition and performance and during year 8 and 9 units based on keyboard using notation

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SUBJECT: Year 7 PE - September to December

In PE lessons between September and December year 7 students study the following topics (dependant on groups)

- **Invasion games (Football / Rugby / Basketball / Netball)**
- **Aesthetic (Dance / Gymnastics)**

What will students know?

- **How to perform core skills for each activity.**
Invasion Games - Students will develop fundamental skills including ball control, passing, receiving and intercepting to gain possession. They will know basic rules of the game, positions and will begin to make decisions about passing and how to space.
Aesthetic - Students will develop core skills based on travel, balance, moving to a beat and creating a motif.
- **How to use key concepts.**
Invasion Games - Students will be able to use fundamental skills in isolation plus how and when to use them when participating more competitively in a full game setting.
Aesthetic - They will understand and be able to demonstrate the importance of body tension and posture through practice and performance and will begin to link movements with fluency.
- **The importance of each skill in relation to the wider context.**
Invasion Games - Students will know how the basic skills delivered fit into the wider context of invasion gameplay and will be able to transfer this knowledge to a range of invasion games.
Aesthetic - Students will be able to identify how their movements can reflect mood and emotion.
- **The importance of a warm up**
Students will have learnt the basic importance of why and how we warm up and will be able to copy cardiovascular and stretching exercises suitable for the activity taking place.

The Composite*

Be able to use skills competently in practices and competitive scenarios in a variety of settings.
Demonstrate how core skills fit into the wider context of the full game and will be able to perform these with increasing consistency and efficiency.
Be able to use skills learnt with precision and fluency as part of an individual and group 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.

Where this will be revisited

- Invasion Games in Y8 focus on more advanced skills within each sport and using the fundamentals learnt in Y7 will also feature in the warm ups and starter activities. For example, the skills learnt in tackling in Y7 football will be valuable in Y8 for developing defending.
- Aesthetic lessons in Y8 are progressively more challenging and key skills in Gymnastics for example such as 'Using small apparatus' will underpin and be the foundation for Y8 lessons using larger apparatus.

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SUBJECT: Year 7 Religious Studies - September to December

In RS lessons between September and December Year 7 students study the following topics:

- **Sources of Authority**

What will students know?

- Different sources of authority (personal sources of authority: conscience, family and friends, personal experience, rational thinking)
- Founders of Faith - Jesus
- Founders of Faith – Prophet Muhammad
- Sacred Texts – The Bible
- Sacred Texts – The Qur'an

The Composite*

Students will produce a written response to the Core Assessment Question 'Sources of authority are a useful guide for life, even if you are not religious'. Within the written answer students will:

- Describe key sources of personal authority available to all, regardless of faith background
- Describe the key sources of authority in Christianity and Islam
- Explain how a modern Christian or Muslim might use these sources of authority in their everyday life
- Have considered their own personal responses to the various sources of authority covered

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

Connections to prior learning

- 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

Where this will be revisited

- Personal reflection on and response (year 7 and year 8)
- The influence of sources of authority on beliefs and practices (year 7 and year 8)
- Core religious beliefs and practices make up 50% of the GCSE in RPE. These are also applied to ethical themes.

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