

Curriculum Guide

Year 7 Spring Term

Art

Overview:

The practical focus in Art & Design during year 7 will be on improving and developing basic drawing and painting skills and focus on the theme of **BRITISHNESS – “TO CELEBRATE AND BE INCLUSIVE OF ALL.”**

Subject content:

We follow the national curriculum guidelines for KS3 art and design and we aim to ensure that all pupils:

- ❖ produce creative work, exploring their ideas and recording their experiences.
- ❖ become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ❖ evaluate and analyse creative works using the language of art, craft and design
- ❖ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Literacy:

Continued research, analysis and subject-specific vocabulary related to practical work. Students will be encouraged to discuss their own work and that of others using appropriate terminology.

SMSC:

The focus will be on SPIRITUAL & MORAL aspects of SMSC agenda and this will be delivered through the theme of BRITISHNESS.

SEN support: Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Art club is available weekly with their own class teacher and high achieving pupils will be identified from the baseline assessment tasks.

Assessment:

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and working at grades.

Computing/ICT

Overview:

Students will develop their skill set using a variety of pieces of software to ensure they are all competent users of ICT. They will also increase their theory knowledge on ICT and Computing topics through a range of experiences inside and outside of the classroom.

Subject content:

Software

Presentation

Word Processing

Image creation/editing

The Internet

Computer Aided Design

Theory

The Internet

Research – reliable information

Pop Art – cross curricular

Uses of computer aided design

Ethics within computing

Literacy:

Keywords and definitions are recorded by all students to show they know and understand the keywords for each topic

SMSC:

(S)The Internet, e-Safety and its dangers

(M)Ethics within computing

SEN support:

'Scaffolding' is used within lessons

Help sheets are available to guide students on how to access the required tools within a piece of software

Stretch and Challenge:

All students are taught the essential tools within a piece of software but to achieve higher levels they are required to independently find how to use the more complex ones

Students might be asked to research a certain topic in more detail to allow them to access higher levels

Students are asked to evaluate their work and justify why they have used certain tools or techniques

Assessment:

Effective self-assessment and peer-assessment is a skill our students develop. This is done against a set criteria allowing students to assess their work and allows them to set targets to help them improve.

Verbal feedback is given every lesson to ensure students are progressing.

Every student is given an assessment level at the end of a unit of work. This can help a student to see how they are progressing.

Homework:

Homework's are set based on the software and/or topics they are studying at the time. These homework tasks can help to broaden a student's knowledge of a topic.

Design & Technology

Overview:

Pupils will follow a wide ranging Curriculum in Design and Technology during year 7 which operates on a carousel system. They will explore the design process through various disciplines within the subject area.

In Food Students will have an introduction to the food room and its facilities. They will be taught how to use different pieces of equipment safely as well as using the different parts of the cooker. We will apply the principles of the 'Eat well Plate' and the 5 a day campaign.

Design Technology (Product Design)

Pupils analyse existing products and design and make a desk tidy for a client, from different types of wood. They are introduced to different machines, hand tools and processes used for this material.

Design Technology (Electronics)

Pupils make a warning sign that introduces them to basic circuits, electronics equipment and the process of soldering together a working circuit. It also introduces them to plastics and methods of finishing and shaping the material.

Food Technology

- Use of the cooker
- Different cooking methods
- Eat well plate and 5 a day campaign
- Seasonal implications
- Weighing and measuring
- Function and nutritional value of ingredients
- Design and Make Task – linked to the data and Sainsbury's 1 Star Chef Award Scheme

All recipes will link to the theory work to demonstrate the key issues of the lesson before. The focus will be on fruit and vegetable rich dishes.

Literacy:

Opportunity for written tasks, reading of instructions (the putting into practise), listening skills in demonstrations and group work. Pupils will also develop their speaking skills in small groups and to the whole class.

SMSC:

This is strength of the subject as we carry out a wide range of group work. Pupils are aware of the needs of others. Recipes are adapted to consider implication of cost, season and cultural backgrounds.

SEN support:

Is provided to meet individual needs.

Stretch and Challenge:

Extension tasks are available across the schemes and pupils can adapt recipes to show higher level skills and design and make more complex products.

Assessment: In Food each practical is assessed individually, design and written work is marked regularly. An assessment passport gives clear feedback on points of strength and targets for improvement.

Homework:

This varies and includes written and design tasks, research tasks as well as preparing ingredients for the practical lessons in the food element of the course.

Drama

Overview:

During the first half of the Spring term learners are introduced to the fictional story of Rose Blanche written by Ian McEwan. The illustrations and prose give them an insight into the devastating effects of war from the perspective of a young German girl, stimulating their appreciation about life in Nazi Germany and the way they perceive incomprehensible events. Through enactment and exploration learners will become emotionally engaged in a fictional environment. They will be presented with new ideas, new pieces of information, dilemmas, challenges and ultimately, questions.

During the second half of the Spring term Year 7 explore the theme of 'Survival' and what this means to them. Using a range of stimuli learners will explore the different ways that people survive and overcome adversity.

Literacy:

The literacy focus for term 2 is reading and will be incorporated in analysis and in **understanding the assessment levels when assessing work.**

SMSC:

Spring term 1: The focus will be on the moral dilemmas that Rose Blanche experiences.

Spring term 2: Learners will explore the different ways that people survive and overcome adversity.

SEN support:

Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Drama club is available weekly.

Assessment:

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and on track for grades.

Homework:

Drama homework will include evaluation tasks whereby learners must analyse and evaluate their own and their peers' work.

English

Overview:

Students continue their learning journey via the studying of published poetry, focusing on figurative devices and the ways in which writers craft their work for effect. They learn how to take a forensic approach to poems and explore and evaluate textual detail. For half term 4, learning is centred on studying published prose fiction. Their assessments will be in the format of current GCSE requirements.

Subject content:

Half term 1

Poetry

Formative assessment: READING Analysis of poetry, focusing on analysis of language and structure. WRITING Essay writing skills

Summative assessment: READING Analysis of poetry, focusing on analysis of language and structure. WRITING Essay writing skills

Half term 2

Prose fiction

Formative assessment: WRITING producing a piece of transactional writing for a specified audience as per GCSE exam

Summative assessment: WRITING producing a piece of transactional writing for a specified audience as per GCSE exam

Literacy:

Across year 7, students build on their literacy skills from Key Stage 2 through exploration of a range of texts and genres. They are also coached in writing skills and are given the opportunity to write for a full range of purposes, for different audiences and in different forms. The assessment of reading and writing alternates throughout the year for all KS3

groups. Speaking and listening skills are intrinsic to the schemes of learning and activities take place throughout the year; the value of verbal communication is at the forefront of all lessons.

SMSC:

Throughout both schemes of learning in this term, students will engage with social and emotional issues which arise from discussion of themes and characters in the texts we study. In addition to the content of the texts, collaboration and team work is intrinsic to all schemes of learning in English.

SEN support:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes. In addition, resources within schemes of learning are further differentiated to match the needs of individuals.

The English team also work closely with Learner Support to ensure that second adults are deployed in order to be highly effective and provide the necessary support in a meaningful and structured manner.

Stretch and Challenge:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes and to provide stretch and challenge for all students. In addition, the exemplar materials provide students with a model which is suitably aspirational.

Assessment:

Students' progress will be formally assessed at the end of each half term but this will be the summation of the continuous assessment in students' exercise books where targets are reviewed and updated regularly. As part of their work in exercise books, students will produce one formative assessment (as outlined above) for which they will receive detailed feedback in preparation for their summative assessment task. Summative assessment tasks are produced under controlled conditions and the levels awarded contribute to the year's overall Teacher Assessment.

Homework:

English department policy is that homework should evolve from and support or extend work in class. Tasks may be research, reading or writing based.

Geography

Overview: In the second term we build on the Geographical skills and knowledge we learned in the first term. We also start looking further afield at places around the world.

Subject content:

Urban places – this unit starts with some decision-making skills and how the Romans chose a site for Manchester. We look at how Manchester has changed by looking at maps from different years. The process of urbanisation is studied from the impact of the Industrial Revolution on Manchester. Concepts of urban and rural are introduced.

Africa – students need to demonstrate knowledge of other places in the world. We link with the previous topic by looking at how cities are growing in Kenya and the impact that has by looking at Kibera, a shanty settlement outside Nairobi. Students start to look at sustainability and how peoples' lives are improved in Kibera.

Literacy: Choosing sites for Roman Manchester and justifying their choice. Annotating diagrams to show how an urban area could be improved.

Choosing a development scheme to improve peoples' lives in Kenya and explaining how they will help.

Numeracy: students: draw line graphs to show how population has changed in Manchester, use pie charts to show how the percentage of people living in urban and rural areas has changed in Britain and look at simple statistic to "measure" development.

SMSC: Students compare their lives to people in Kenya and see what life is like for children in Kibera – they write a postcard home to a rural area describing their new life in the city.

SEN support: Teachers are aware of individual needs and will prepare resources to reflect this.

Stretch and Challenge: Understanding sustainability is a high level skill, students are given several opportunities to demonstrate this. Justification of choices is an extension to several of the tasks in this terms work. Using real life examples "case studies" to support decisions or choices.

Assessment

Urban places – students come up with a plan on how to improve "Metropolis" based on their work on the regeneration of Manchester.

Africa – knowledge test on the physical and human features of Africa.

Test comparing the UK and Africa by using statistics such as life expectancy and GDP.

Homework: This is set regularly and may take the form of carrying out research, drawing graphs writing a postcard or completing a literacy page to show understanding of the new key words.

History

Overview:

In the Spring term, students will address the causes, events and consequences of the Battle of Hastings, developing a detailed understanding of the impact of Norman rule on England.

Subject content:

The Battle of Hastings unit addresses the chronology of the battle and the long and short term causes. William's control over England is evaluated by examining Motte and Bailey castles, the Domesday Book and the Feudal System.

Literacy:

Literacy skills continue to be a key focus in History lessons, with connectives being a key focus for development, in addition to continuous work on spelling, punctuation and grammar. Literacy title pages are completed for each unit, addressing key words and definitions. Teacher and peer assessment is used to improve Literacy skills.

SMSC:

The Spring Year 7 History course provides many opportunities for SMSC development. Lessons will encourage learners to develop relationships by working collaboratively and having opportunities for class discussion. There will be detailed investigations into English society and culture, as well as enquiries into religious development in England.

SEN support

The SEN department at Great Sankey is incredibly skilled and well resourced: the History department works closely with support staff to ensure that effective strategies and materials are used to support learner development.

Stretch and Challenge:

The History department Schemes of Learning clearly identify opportunities in every lesson for learners to be stretched and challenged, whether this is through further evaluation of an issue or an enhanced element of problem solving.

Assessment:

There will be assessments based on a judgement question in the Spring term, assessing students' ability to describe, explain and evaluate. One of these assessments will be completed without materials, developing students' revision skills. Knowledge tests will also be used to judge progress as well as formative judgement questions. Source skills will be practiced frequently, particularly in the area of inference and reliability.

Homework:

The History department sets homework in line with the school homework policy. Homeworks are intended to be pieces which will take understanding acquired in the classroom further, encouraging students to develop a deeper awareness of the issues involved. Creativity is also a key element of many homeworks, particularly project-based work.

Maths

Overview:

The syllabus is broken down into 2 / 3 week units based on the KS3 National Curriculum.

We set in ability groups based on KS2 performance and teacher assessment.

All the sets cover broadly the same elements of the syllabus, appropriate to their level of ability.

Subject content:

Statistics 1 – Averages and Graphs

Number 3 – Fractions, Decimals, Percentages

Algebra 2 – Expressions and Formulae

Shape 2 – Perimeter and Area

Algebra 3 – equations and Formula

Cross curricular project - STEM activity

Literacy:

Starter and plenary activities are designed to make sure learners use mathematical vocabulary correctly and develop communication skills.

SMSC:

The learning atmosphere in the classroom promotes mutual respect and a co-operative team building ethos. The resources used are multicultural and show the diverse backgrounds of both famous mathematicians and the techniques we use. Where relevant the topics are related to real life situations.

SEN support:

Our lower ability sets are supported by TAs as well as our departmental assistant.

Stretch and Challenge:

All sets are given extension examples to challenge the most able. We enter our most able students for the UK Mathematics Challenge as well as holding our own events for the gifted and talented. We also use a variety of web sites to enrich the mathematical experience for our learners.

Assessment:

We use homework and Assessment Passports to assess our learners on a week to week basis as well as a formal assessment at the end of the term.

Homework:

This is set and marked in line with school guidelines.

Modern Foreign Languages

Overview:

In the MFL department we aim to introduce and develop students' ability to use a foreign language effectively for purposes of practical communication. The languages courses offer an insight into the culture and civilisation of the countries where the language is spoken and encourage positive attitudes to foreign languages learning. In so doing, students' understanding of themselves and their own culture is enhanced, creating an awareness of the nature of language and language learning.

In Year 7 students study one language - French, German or Spanish. Wherever possible students will be exposed to authentic materials and situations in the four skill areas of speaking, listening, reading and writing. In the speaking component, students are required to fulfill a variety of tasks ranging from role-plays in everyday situations to eliciting information, responding to questions and to holding conversations on prescribed topics.

In the listening component, students work from a variety of materials including audio material and video extracts. They are expected to understand specific details of what they hear and extract relevant specific information.

In the reading component, students are expected to understand instructions, signs and notices on public display and to extract information from a wide variety of materials.

Subject Content

French - Expo1

Module 3 (Spring term 1)

- Where people live
- Countries
- House and home
- Bedroom - furniture & prepositions
- Evening activities
- Time

Module 4 (Spring term 2)

- Places in the town
- Directions & prepositions

- Opinions
- Food/drink

German - Echo 1

Module 3 (Spring term 1)

- School subjects
- Giving opinions
- The time
- Describing school
- School uniform
- Food and drink

Module 4 (Spring term 2)

- Sports
- Hobbies
- Likes and dislikes
- Frequency
- What you would like to do

Spanish – ¡Mira Express 1!

Module 3 (Spring term 1)

- The time
- Family
- Physical descriptions
- Descriptions of hair and eyes

Module 4 (Spring term 2)

- Countries
- Nationalities
- House and home

- Bedroom
- Daily routine

Literacy:

As in term 1, there is a strong focus on grammar and vocabulary learning and acquisition. Students are encouraged to write accurately and to understand and use grammatical terms. They will be expected to spot mistakes and make corrections. They will also learn vocabulary on a regular basis, including the spellings.

Students should access the Memrise vocabulary learning site (www.memrise.com). This encourages vocabulary learning and accurate spelling. Individual teachers will create their own courses for students to complete.

This year, Year 7 are also participating in the national MFL 'Spelling Bee'. This will continue in the spring term. The two Year 7 champions will represent GSHS in the north-west regional finals in Manchester (practise spellings at www.vocabexpress.com)

SMSC:

By their very nature languages encourage students to develop their communication and social skills, express opinions and points of view and consider cultural differences. The school topic studied this term allows students to consider the differences between schools in the target language country and British schools.

We also use authentic materials and aim to develop a wider cultural awareness of countries across the world where French, German and Spanish are spoken.

Students regularly work in pairs and groups, and conduct whole class surveys.

There is an extra-curricular MFL club (Tuesdays 2.30 – 3.30) which is run by the Foreign Language Assistants.

The assistants also work with groups of children or on a one-to-one basis, giving students an authentic context for their learning, as well as a real insight into the target language country. At the end of the spring term, the assistants will give a presentation about Easter festivals and traditions at home, and how people celebrate in other French, German and Spanish-speaking countries.

SEN support:

Teachers are aware of individual needs and plan accordingly.

Materials are carefully differentiated to meet the needs of all students.

TA or additional support will be provided in some lessons for individuals as required.

Stretch and Challenge:

Schemes of Learning clearly identify opportunities in every lesson for learners to be stretched and challenged.

A KS3 logbook encourages students to read for pleasure, to conduct their own research and to develop a thirst for knowledge.

Challenge capsules/cards are also used.

MFL 'Spelling Bee'.

HPA students are encouraged to create their own lists of topic vocabulary on Memrise.

Assessment:

The department operates a policy of continuous assessment with students' targets reviewed and updated regularly. Self and peer assessment opportunities are provided on an on-going basis in lessons

Progress tests take place at the end of each half term.

Progress test 3 – listening and reading

French: House and home

German: School

Spanish: Family

Progress test 4 – Speaking

French: Town and local area

German: Hobbies

Spanish: House and home

Homework:

Year 7 pupils should receive around 1 hour (max 1 ½ hours) homework every two weeks.

We recognise that pupils enjoy doing different types of activities, and we aim to address all learning styles, whilst still meeting the demands of the National Curriculum.

Typical homework tasks will include

- Drawing and labelling
- Title pages / posters
- Gap-fill activities
- Short reading or writing tasks (eg. true / false; find the French/German/Spanish; reading for comprehension; writing simple sentences or short passages)
- Word searches / crosswords
- Draw graphs to show the results of surveys
- Vocabulary learning (10 – 15 words)

Music

Overview:

This term includes African drumming and a keyboard performance unit.

Subject content:

Students develop their learning about pitch by learning a piece of keyboard music. They practise reading staff notation and learn how to play with two hands. They finish the unit with a performance of their piece to the class.

Students are also introduced to African drumming, using our full set of African djembes and congas. They learn about the use of music in African culture, correct technique for playing the djembe, and performing as a group. They work in groups to create their own piece using the drums, and are assessed on their final performance of this piece.

Literacy:

Students use literacy skills when using related vocabulary, following learning resources and completing their assessments.

SMSC:

Students use social skills when working with partners and groups to complete musical exercises and tasks.

Cultural links are present when learning about the cultural context of African drumming.

SEN support:

- Simplified musical exercises
- Using alternative phrases in place of advanced terms
- Extra support from staff

Stretch and Challenge:

- Harder pieces to perform
- Extension tasks
- Leading group activities

Assessment:

Assessment is carried out at the end of each unit in the form of a group or solo performance.

Homework:

Online tasks on Moodle, reinforcing learning from the lessons.

PE

Overview:

Physical Education lessons aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lifestyles

Subject content:

A broad range of activities are followed on a rotational basis, each block of work lasting 6 weeks (12 lessons). Activities in the spring term include:

Boys - Rugby, ABCs (core skills), creative movement, gymnastics, OAA, and badminton.

Girls - Invasion games (football, rugby and handball), ABCs (core skills), creative movement, gymnastics, OAA, and badminton.

Literacy: Focus on key words and sports specific terminology.

SMSC: Fair play, sportsmanship and respect are promoted in all lessons.

SEN support: Groups are setted by ability. TA's actively support lessons.

Stretch and Challenge: Groups are setted by ability allowing the more able to be extended. The department also offers an extensive extracurricular programme including competitive sports teams.

Assessment: Continual teacher assessment, formal assessment at the end of the block of work. Learners are also given the opportunity to carry out self-assessments.

Homework: N/A

PSHE

Overview:

Family life

Respecting difference & diversity

Relationship & Friendships

Scenarios- solutions to problems

What is home?

What home means to each individual

Introduction to Careers

Subject content:

Explore what home means to them, exploring family life and family values.

Investigating the stereotypes of young people.

To develop learners confidence in handling difficult situations and to be able to recognise their feelings

Literacy:

Speaking and listening. Reading/interpretation

SMSC:

Students will explore their beliefs and experiences, feelings and values, enjoy learning about oneself, others and the surrounding world and will reflect.

SEN support:

Form tutors will be aware of the different needs of their students in their form and will have various strategies in place for this. All lessons have a detailed lesson plan in order to help the tutors prepare lessons that will meet the needs of all students.

Stretch and Challenge:

Within the SoL there are various resources and extension tasks aimed at the HPA students

Assessment:

Throughout the year PSHE is assessed by the teacher during lesson time. Self and peer assessment will take place also.

Religious Studies

Overview:

Having had an introduction to each of the major world religions, students now start to look at the impact religion has on the lives of the believers.

Subject content:

Students will learn about the day to day practices of believers of the major world religions including dietary requirements, moral behaviour, religious practices and charity.

Literacy: reading, poetry, writing, speaking and listening, key terms, presentations

SMSC: Students are encouraged to understand impact religion has on the lives of those around them whilst reflecting on their own beliefs and what they value.

SEN support: Lessons are planned with every student in mind and resources are differentiated.

Stretch and Challenge: Higher ability students are positioned in groups to take on a coaching role with other students. 'Challenge' questions are set during lessons. Work is differentiated to stretch the more able.

Assessment:

Students have the opportunity to take ownership of their own work through peer and self assessment. Books are marked on a regular basis with feedback given on how to make continued progress as well as opportunity to apply that feedback to their previous work. An end of unit test will take place.

Homework:

Homework will be set every other lesson. It may be a research task, a written or creative task. Creative homework's may be set to cover a number of lessons.

Science

Overview:

In year 7 students will study modules in Biology, Chemistry and Physics in rotation

BIOLOGY	CHEMISTRY	PHYSICS
<p>Cells</p> <ul style="list-style-type: none"> • Cells as building blocks for organisms • Different cells including animal cells, plant cells and specialised cells <p>Structure and function of body systems</p> <ul style="list-style-type: none"> • Tissues, organs, organ systems and organisms • Gas exchange and breathing • Skeletal system and movement <p>Reproduction</p> <ul style="list-style-type: none"> • Reproduction in animals and plants • Development of the foetus 	<p>Particles and their Behaviour</p> <ul style="list-style-type: none"> • The particle model • States of matter and changes of state • Diffusion • Gas Pressure <p>Elements, Atoms and Compounds</p> <ul style="list-style-type: none"> • Atoms as chemical building blocks • The difference between elements and compounds • Chemical formulae <p>Chemical Reactions</p> <ul style="list-style-type: none"> • Representing reactions using word equations • Combustion and thermal decomposition, exothermic and endothermic reactions • Conservation of mass <p>Acids and Alkalis</p> <ul style="list-style-type: none"> • Indicators and pH • Neutralisation and making salts 	<p>Forces</p> <ul style="list-style-type: none"> • Effects of forces • Contact and non-contact forces • Balanced and unbalanced forces <p>Sound</p> <ul style="list-style-type: none"> • Introduction to waves • Loudness and pitch • Echoes and ultrasound <p>Light</p> <ul style="list-style-type: none"> • Wave properties of light • Reflection, refraction and colour • The eye and the camera <p>Space</p> <ul style="list-style-type: none"> • The Earth and the moon • The Solar System • The structure of the Universe

In addition, students in year 7 will study the skills required for Working Scientifically. These skills are embedded into each unit and in addition, there will be one standalone lesson each half-term which will focus upon one of the key areas:

- Working safely and rules of the laboratory
- Asking Scientific questions
- Planning Investigations
- Recording Data
- Analysing Data
- Evaluating Data

Literacy:

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary
- How to write reports into scientific investigations including planning, analysing and evaluating skills
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

SMSC:

Students will explore how science impacts our everyday lives. They will explore the ethics around subjects such as IVF, Genetic engineering, Energy resources and space exploration.

SEN support:

All units include differentiated materials in order to meet the needs of all students.

Stretch and Challenge:

Each unit contains standalone activities designed to extend the knowledge and understanding of those students who have demonstrated a secure understanding of the curriculum.

STEM club and Science club run to further engage those students with a passion for Science, Technology, Engineering and Maths

Assessment:

Students are assessed during in each topic to check understanding of the curriculum. Students will also sit three tests throughout the year, one each in Biology, Chemistry and Physics.

Homework:

Students should be set 1 to 1½ hours of homework per fortnight. Homework can take a number of formats, including:

- Online tests using the kerboodle website
- Research tasks
- Worksheets around the topics covered
- Title pages / definitions of scientific vocabulary