

Curriculum Guide

Year 7 Summer 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. Literacy will be incorporated in artist research and peer and self-assessment work.

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:

The year 7 Art & Design exam will re-visit the baseline assessment activities and record levels of progress achieved over the year.

Homework:

Art & Design homework will include : Research and drawing tasks to support class work.

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

Web authoring

Block programming

Command line programming

Word processing

Presentation

Desktop Publishing

Theory

What is a computer?

A history of computers

Designing websites

CGI

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:

This term learners will look at the genre of storytelling. They will investigate where stories come from, why they were told and more specifically how they can be shared with an audience. Although the lessons focus specifically on how stories can be dramatised to create effect, time will also be spent on the oral tradition, stories from different times and cultures and the moral purpose of stories and fables if you so wish.

Literacy:

The literacy focus for term 3 is connectives and will be incorporated into evaluation homework and verbal feedback during lessons.

SMSC:

The social origins of stories as well as why and how the oral tradition developed is explored and reflected on.

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 by producing their own original writing on the theme of 'Murder Mystery.' This will include developing their sentence structure, punctuation and spelling (SSPN) skills, as well as their narrative writing and descriptive skills. The second half term, learning is centred on Shakespeare and his world. This will include extracts from key plays, focusing on Shakespeare's villains.

Subject content:

Half term 1

Murder Mystery

Formative assessment: WRITING describing a character

Summative assessment: WRITING a short story of their own from a range of titles, produced under controlled conditions.

Half term 2

Shakespeare and his world

Formative assessment: READING analysis of character, extracts will be chosen to correspond with student abilities:

Summative assessment: READING analysis of character, extracts will be chosen to correspond with student abilities

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, 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 – we study tropical rainforests and look at the impacts of deforestation. This is linked back to the globalisation studied in the first term when we consider whether what we do in the UK is linked to rainforest destruction. We also look at weather and climate at a range of scales including an investigation around school to find out about microclimates. We also use equipment to measure wind speed and temperature.

Subject content:

Tropical rainforests – we study where these are located in the world and the climate conditions. We look at the rates of rainforest destruction, the reasons why deforestation is taking place and how people can make money from the rainforest and consider how sustainable they are.

Students have to interpret satellite images to see the rate of deforestation.

Weather and climate – we find out about what weather and climate actually are and that they are not the same thing. We look at the equipment used to measure the weather and use the anemometers and digital thermometers to investigate microclimate around school.

Literacy: describing the distribution of rainforests from a map – a key skill in Geography.

Numeracy: students draw and interpret climate graphs.

SMSC: Students look at the impact of deforestation on the people of the rainforest and on the local and global impacts on the environment. Students consider the impact of weather on people.

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

Stretch and Challenge: Students are given the opportunity to evaluate their microclimate investigation and suggest improvements in order to stretch more able students. Tasks are set up so students can answer them from a simple to more complex level. Students have to interpret diagrams to show the impact of deforestation on soils, climate and wildlife.

Assessment: The work on the tropical rainforests is assessed on the end of year exam. However all the assessments, classwork and homework are used to give a final level at the end of the year.

Homework: This is set regularly and may take the form carrying out research, drawing graphs or finding out where items at home have been made, or completing a literacy page to show understanding of the new key words. Students are also given the opportunity to “design” an animal that is suitable to live in the rainforest

History

Overview:

In the Summer term, students will evaluate the extent and success of religious, social and political changes in Medieval England from the end of the Conqueror's reign to the 15th Century.

Subject content:

The major example of conflict between Church and State in this unit is the dispute between Henry II and Thomas Becket, while political change is examined in the creation of The Magna Carta. Events such as The Black Death examine change in English society.

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 Summer 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 Summer term, assessing students' ability to describe, explain and evaluate. The end of year assessment 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:

Algebra 4 – Graphs

Shape 3 – 3D solids, Volume , Surface Area

Statistics 2 – Probability

Number 4 – Ratio and Proportion

Shape 4 – Transformations

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 during Exam Week on the school calendar.

Homework:

This is set and marked in line with school guidelines

Music

Overview:

This term includes units on composing a keyboard piece and playing the ukulele.

Subject content:

During the summer term, students have the opportunity to learn the ukulele, exploring its history and place in culture. They learn how to hold and play the ukulele, moving onto playing progressively harder riffs and chord progressions. They perform their work at the end of the unit.

Students' knowledge of notation is reinforced with a composition unit, where they can write a short song for the keyboard using simple rules to guide them. This helps to prepare them for a more advanced composing unit in Year 8.

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 to complete musical exercises and tasks.

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

SEN support:

- Simple ukulele riffs
- Using alternative phrases in place of advanced terms
- Extra support from staff

Stretch and Challenge:

- Harder ukulele riffs and chords
- More advanced elements of notation
- Supporting other students

Assessment: Assessment is carried out at the end of each unit in the form of a ukulele performance or written composition.

Homework: Online tasks on Moodle, reinforcing learning from the lessons.

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. They continue this language in term 3. 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 5 (Summer term 1)

- Daily routine (before and after school)
- Telling the time using the 24 hour clock
- School subjects

- Timetable
- After school activities

Module 6 (Summer term 2)

- Hobbies
- Creative mini-project – create a booklet of useful advice and language for the new Year 7s

German - Echo 1

Module 5 (Summer term 1)

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

Module 6 (Summer term 2)

- Directions, compass points
- Places in town
- Creative mini-project – create a booklet of useful advice and language for the new Year 7s

Spanish – ¡Mira Express 1!

Module 5 (Summer term 1)

- Hobbies
- Sports
- Weather
- Time
- Simple future

Module 6 (Summer term 2)

- Saying where you live
- Describing your town

- Creative mini-project – create a booklet of useful advice and language for the new Year 7s

Literacy:

The focus on grammar and vocabulary learning and acquisition continues into term 3. 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.

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 'where I live' topic studied this term allows students to consider the world around them, the geography of the target language country and cultural differences with regards to houses, home life, towns, shops etc.

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 project that Year 7 students complete in the second term allows them to think creatively and imaginatively, whilst considering the needs of new students to the school. They will be encouraged to reflect about the past year.

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.

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. Work is TIM assessed at least twice per half term. The end of year assessment, along with on-going teacher assessment, will inform setting in Year 8.

Progress test 5 – End of year assessment (listening / reading / writing)

French: School

German: House and home

Spanish: Hobbies and sports

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)
- Preparation of an extended writing task for the end of year assessment

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 summer term include:

Boys – Striking and fielding games (softball, rounders and cricket) and athletics.

Girls - Rounders and athletics.

All year 7 pupils are offered the opportunity to attend an OAA residential camp in the summer term.

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:

Feelings and situations- Finding solutions/developing empathy

Bullying project

How healthy are you?

Subject content:

To encourage learners to realise the consequences of their actions.

To enable learners to define bullying and to understand and articulate why bullying is unacceptable.

To enable learners to realise how bullying makes people feel and to recognise the behaviours associated with a bullying incident. To enable learners to 'manage' bullying effectively.

To encourage learners to develop a healthy lifestyle. To encourage learners to develop healthy eating habits.

To enable learners to understand the benefits of exercise and sufficient sleep

To enable learners to set targets to improve physical activity.

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:

Students look at the different beliefs, both religious and non-religious, about life after death as well as the impact that this has on people's lives

Subject content:

Students will study:

- Christian beliefs about heaven and hell, reasons why Christians believe that there is life after death and how this impacts their lives.
- Muslim beliefs about paradise and hell, reasons why Muslims believe that there is life after death and how this impacts their lives.
- Hindu beliefs about karma and reincarnation and the impact this has on the lives of believers
- Non religious reasons why people believe in life after death such as ghosts and near death experiences
- Reasons why people don't believe in life after death

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