

**Chesterton Community Sports College**

# Curriculum Intent

Year 7



# Chesterton Community Sports College

## Curriculum Intent

### Note to parents and carers:

At Chesterton Community Sports College, we provide all children with a broad and balanced curriculum which has knowledge-based learning as its core value. Our curriculum is based on the National Curriculum and, in addition, offers a real depth and variety beyond the requirements in both KS3 and KS4. Our curriculum supports all pupils to exceed both academically and vocationally, where achievement of potential is key.

This booklet contains each subject's curriculum intent documents which outline the key knowledge and skills that pupils will gain in Year 7.

Please refer to these curriculum intent documents and subject crucial knowledge resources to support your child's learning over the course of the year. The crucial knowledge is the key content that all pupils must know, remember and understand for each subject. All crucial knowledge resources can be found here: <https://www.ccsc.staffs.sch.uk/index.php/2013-09-25-09-25-35/all-files/crucial-knowledge>

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Curriculum Intent

Subject: English

Year 7

	What?	Why?	When?	NC Aims
Term 1-1	<p>Non-Fiction Focus</p> <ul style="list-style-type: none"> <li>* Writing Techniques: SMART PERSON</li> <li>* Writing to Instruct: sequenced writing</li> <li>* Writing to Advise: tone and direction – AGONY AUNT</li> <li>* Writing to Persuade: tone and influence</li> <li>* Writing to Inform: perspectives and attitudes</li> <li>* Writing to Explain: detailed and extended writing</li> <li>* Writing to Argue: balanced approach</li> </ul>	<p>An introduction to non-fiction texts, both reading and writing, which help to prepare pupils for the Reading Paper at GCSE. Skills will be developed in all areas of reading and will help to engage a personal response to their writing.</p> <p><b>Pupils develop an awareness of different forms, purposes and audiences. They will be able to apply their learning on the crafting of non-fiction texts to their own writing.</b></p>	<p>Beginning the year with this topic enables students to explore a range of non-fiction texts, while getting to know their fellow students and teachers through autobiography and biography.</p>	<ul style="list-style-type: none"> <li>• Acquire a wide range of vocabulary through reading non-fiction texts</li> <li>• Use discussion in order to learn</li> <li>• Writing for a range of purposes and audiences</li> </ul>
Term 1-2	<p>Contemporary Writer’s Craft</p> <ul style="list-style-type: none"> <li>* Context: Understanding of the author/time period/setting impact on the novel</li> <li>* Plot: Summary</li> <li>* Characters: Traits, motivations and impact</li> <li>* Themes:</li> <li>* Quotations: key quotations</li> <li>* Language Analysis: connotations and implications</li> <li>* Writers' methods: techniques and intentions</li> </ul>	<p>This unit offers an insight into contemporary fiction whilst engaging pupils with exciting and thrilling storylines. This unit shares a direct link with the new ‘fiction’ section of the GCSE and will help to prepare them for the their exam at this level.</p> <p><b>Pupils begin to aquire the vocabulary to discuss the meanings, characterisaion, language and structure of a text. Studying an author in depth allows pupils to develop their own fiction writing.</b></p>	<p>Having studied non-fiction texts, students move on to a fiction texts. They are introduced to writer’s methods, which they begin to recognise in contemporary texts, and apply to their own writing.</p>	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Acquire a wide range of vocabulary through reading pre-nineteen centry texts</li> <li>• Acquire a knowledge of linguistic conventions</li> <li>• Develop a habit of reading widely and often</li> <li>• Reading of a whole text, and studying the author is depth.</li> </ul>



<p>Term 2-1</p>	<p>Plays in Performance*</p> <ul style="list-style-type: none"> <li>* Context: Understanding of the author/time period/setting impact on the play</li> <li>* Terminology: understanding of specific unit terms</li> <li>* Stage Directions: impact on performance</li> <li>* Structure: FOPS</li> <li>* Characterisation: Traits, motivations and impact</li> </ul>	<p>Plays in Performance exposes your child to the world of Shakespeare in preparation for the Literature exam at GCSE. Pupils begin their Shakespearian studies with a choice of plays and focus on language analysis and drama performance.</p> <p><b>In this unit, students build an appreciation for the form of a play, and an understanding of how this text is communicated through performance. Pupils develop their own speaking and listening skills through performance.</b></p>	<p>This unit allows student to build on their understanding of writer’s methods in prose, by studying a new form: play texts. Studying a Shakespeare text, students are introduced to the fundamentals of structure (FOPS), building their understanding on how texts are constructed.</p>	<ul style="list-style-type: none"> <li>• Study of a Shakespearian text</li> <li>• Acquire an understanding of grammar and linguistic devices in plays</li> <li>• Acquire a wide vocabulary, through studying Shakespearian language</li> <li>• Understand how the work of dramatists is communicated effectively through performance</li> </ul>
<p>Term 2-2</p>	<p>Poetry and Creative Writing</p> <ul style="list-style-type: none"> <li>* Poetry Terminology: understanding of the specific unit terms</li> <li>* Types of poems: key features</li> <li>* Structure: FOPS</li> <li>* Inference: understanding and connotations</li> <li>* Context: Understanding of the poet/time period/setting impact on the poem</li> </ul>	<p>Poetry and Creative Writing is designed to develop creativity and imagination within pupils. As well as learning about the different styles of poetry, pupils will be evaluating and analysing existing poetry as well as writing their own. Similarly with the creative writing. This links directly to the English Literature Poetry exam sat at GCSE, alongside the writing element of their GCSE English Language paper.</p> <p><b>Pupils apply their growing understanding of vocabulary, grammar and text structure of poetry and other fiction texts to their own fictional writing.</b></p>	<p>This unit offers an opportunity to study a new form, poetry, while applying their learning from the previous units to their own creative writing. Students are encouraged to apply their understanding and appreciation of texts from across the year to inform their own writing.</p>	<ul style="list-style-type: none"> <li>• Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences</li> <li>• Acquire a wide range of vocabulary through reading and writing fiction texts</li> <li>• Applying their growing knowledge of vocabulary, grammar and text structure to their writing</li> <li>• Plan, draft, edit and proof read</li> </ul>
<p>Term 3-1</p>	<p>Our British Heritage</p> <ul style="list-style-type: none"> <li>* Context: Understanding of the author/time period/setting impact on the novel</li> <li>* Terminology: understanding of the key terms specific to this unit</li> </ul>	<p>This topic teaches pupils about the British Greats: from Bronte and Austen to Blake. This unit is designed to expose pupils to the heritage of our literature to develop language and vocabulary in preparation for the GCSE exams. Moreover, Our British Heritage</p>	<p>In this unit, students are introduced to writers from across the literary cannon. Their learning so far in year 7 equips students with the ability</p>	<ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> <li>• Write clearly, accurately and coherently, adapting their language and style for a</li> </ul>



	<p>* Characters: Traits, motivations and impact</p> <p>* Themes:</p> <p>* Quotations:</p> <p>* Language Analysis: PEE</p> <p>* Writers’ Methods: techniques and intentions</p>	<p>nurtures a love and appreciation of literature, with a focus on iconic writers and works through history.</p> <p><b>Pupils consolidate their understanding of linguistic devices in a pre-nineteenth century text, continuing to develop their vocabulary and understanding of theme, character, language and structure.</b></p>	<p>to interpret more complex and unfamiliar language.</p>	<p>range of contexts, purposes and audiences</p> <ul style="list-style-type: none"> <li>• Develop the habit of reading widely and often</li> <li>• Study of a second author in depth</li> </ul>
<p>Term 3-2</p>	<p>News and Advertising</p> <ul style="list-style-type: none"> <li>• Different types: multi-media</li> <li>• Writing techniques: SMART PERSON</li> <li>• Terminology: understanding of the key terms specific to this unit</li> <li>• Evaluation: understanding and explanation</li> <li>• Interpretation: connotations and opinions</li> </ul>	<p>This unit allows pupils to investigate the world of News and Advertising through many different media types. The inclusion of print, TV and internet resources is explored to widen their capabilities regarding evaluation and interpretation: skills key at GCSE level.</p> <p><b>Ending the year with a non-fiction focus, pupils explore the form of news and advertising, studying a range of text types. Pupils can apply the conventions of these forms to their own writing, adapting to form, purpose and audience.</b></p>	<p>At the end of year 7, we return to non-fictions forms of writing; news and advertising. This allows students to revisit their learning so far on non-fiction, while delving deeper into specific forms.</p>	<ul style="list-style-type: none"> <li>• Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate</li> <li>• Use discussion in order to learn</li> <li>• Writing for a range of purposes and audiences</li> </ul>



### Curriculum Intent

Subject: Mathematics

Year 7

	Topics	Why?	National Curriculum Links
Term 1-1	Number calculations Measures, perimeter and area Expressions	<ul style="list-style-type: none"> <li>- Students will build on prior knowledge, ensuring that all students entering Year 7 have the same understanding to basic number concepts. These ideas will be built on later in the year.</li> <li>- Measurements and conversions need to be understood to allow students to access problem solving questions which may require students to convert between measurements before solving.</li> <li>- Students will also be introduced to perimeter and area of basic shapes to build upon the basic number skills. This is important for students to grasp a concept of how to quantify physical space.</li> <li>- Introducing basic algebra to students to explain why letters are used within Mathematics. This will allow for further concepts to be understood later in the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Using 4 operators</li> <li>• Rounding and approximation</li> <li>• Place value</li> <li>• Use standard metric units</li> <li>• Use of calculator</li> <li>• Algebraic notation</li> <li>• Simplifying expressions</li> </ul>
Term 1-2	Fractions, decimals and percentages Angles and 2D shapes Graphs	<ul style="list-style-type: none"> <li>- An understanding to converting between fractions, decimals and percentages will allow students to understand further concepts</li> <li>- Students will build on prior knowledge of angles to provide a strong basic understanding which they will build on in topics taught in KS4 such as trigonometry, circle theorems etc</li> <li>- Naming 2D shapes and learning properties will also build on their prior knowledge of angles and measurements.</li> <li>- Plotting coordinates and straight line graphs, introducing concepts such as gradients and equations of lines. This will build on their prior understandings in expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• FDP equivalence</li> <li>• Percentage change</li> <li>• Operators with fractions</li> <li>• Coordinates</li> <li>• Linear graphs</li> <li>• Angle notation</li> <li>• Properties of shapes</li> </ul>
Term 2-1	Further number calculations Statistics	<ul style="list-style-type: none"> <li>- Building on their prior learning in number calculations, students will be taught more complex number calculations which will set them up for upcoming topics.</li> <li>- Students will be introduced to methods to collect data, employ analysis and present results effectively. They will be using further number calculations in this topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Powers and roots</li> <li>• Representing data</li> <li>• Averages</li> </ul>
Term 2-2	Equations Factors and Multiples	<ul style="list-style-type: none"> <li>- Building on expressions, students will learn how to solve equations. This concept will be used throughout the years in many topics including, quadratic equations, changing the subject, solving complex number problems.</li> <li>- This topic builds on the prior learning in number topics. The understanding of factors and multiples are needed to allow students to easily navigate number relationships in upcoming topics as well as in the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors and multiples</li> <li>• Substitution</li> <li>• Solving equations</li> </ul>
Term 3-1	Ratio and proportion	<ul style="list-style-type: none"> <li>- Students will build on number relationships taught in number calculations and expressions. Ratio analysis is used in real life and is a useful management tool; additionally, this topic will be built on throughout the years.</li> </ul>	<ul style="list-style-type: none"> <li>• Scale maps</li> <li>• Ratio notation</li> <li>• Simplifying ratio</li> <li>• Sharing ratio</li> </ul>
Term 3-2	Probability Sequences	<ul style="list-style-type: none"> <li>- Probability is an essential tool in both mathematics and real life. Students will understand how probability is used in understanding the importance of chance and calculating risks in the real world. This topic builds on work with fractions, decimals and percentages and sets a foundation for further and more complex probability topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Probability scale</li> <li>• Probability of events</li> </ul>



### Curriculum Intent

Subject: Science  
Year 7

	What?	Why?	National Curriculum Links
Term 1-1	<b>7B1 Cells, Organs &amp; Systems</b> – Living things are made of cells, structure of animal & plant cells and function of organelles, microscopes and calculating magnification, tissues, organs, main organ systems – circulatory, respiratory, digestive, central nervous	Foundation topic for biology – cells (plant & animal), organs (plant & animal), organ systems, microscopes. Underpins many other units and is a key topic at GCSE.	Structure and function of living organisms  Cells and organisation
	<b>7C1 Atoms, elements &amp; particles</b> – symbols from the Periodic Table, definition of element, compound, molecule, metals and non-metals, chemical formulae	Fundamental topic in chemistry, built on in all other topics. Many physics topics also benefit from a good understanding of this topic.	The particulate nature of matter  Atoms, elements and compounds  The Periodic Table  Physical changes
	<b>7P1 Energy</b> – energy types, units, conservation of energy, efficiency, fuels, renewable and non-renewable resources. Relevant equations $GPE=mgh$ , Kinetic energy	Foundation topic for physics – types of energy – law of conservation of energy – physics formula. This topic crosses over into the fundamental GCSE topics (P1, P2). Maths skills in science introduced – including calculator use	Energy  Energy changes and transfers  Changes in systems



Term 1-2	<b>7B2 Sexual reproduction</b> – sex organs, sex cells, fertilisation, pregnancy, birth, menstrual cycle, contraception, STIs	Important topic for all KS3 students. Builds on the cells topic. PSCH links.	Reproduction
	<b>7C2 Separating mixtures</b> – Definition of a mixture, methods of separation include filtration, crystallisation, distillation, chromatography	Fundamental practical methods – expanded on at GCSE. Builds on knowledge gained from 7C1.	Pure and impure substances
Term 2-1	<b>7P2 Electricity</b> – series and parallel circuits, circuit symbols, calculating current and voltage, $V=IR$ , resistance, safety, fuses	Safety at home. This unit expanded on at GCSE – a good unit to stretch high ability students with physics equations and complex circuits	Current electricity Static electricity
	<b>7B3 Muscles &amp; bones</b> – Names of major muscles, breathing, lungs, structure of the heart, the circulatory system, strength of bones	Career links for people interested in medicine etc. Lungs and heart recapped from previous topic (7B1) and built on at GCSE	The skeletal and muscular systems
Term 2-2	<b>7C3 Acids &amp; alkalis</b> – names and formulas of common acids and alkalis, neutralisation, making and naming salts, pH scale, indicators	Excellent topic for recapping fundamental chemistry terms. Builds knowledge and skills in the lab, using apparatus. Expanded on at GCSE into a quite difficult topic, so a good grounding here is essential.	Chemical reactions
	<b>7P3 Forces</b> – Types of force, Hooke's Law, friction, balanced and unbalanced forces, resultant, measuring forces, free body diagrams, $W=mg$	Very important physics topic that underpins many others. Start to use more physics equations. Expanded on at GCSE.	Forces Balanced forces



Term 3-1	<b>7B4 Ecosystems</b> – Variation, adaptations, sampling - quadrats, food chains, food webs, pyramids of number and biomass	GCSE links Geography links	Relationships in an ecosystem
	<b>7C4 Rates of Reaction</b> – factors that increase the rate of reaction include temperature, concentration and surface area	Expanded on at GCSE – this is a new topic we have included in our Scheme of Work, so that students are better prepared for this at GCSE. Builds practical skills.	Chemical reactions Energetics
Term 3-2	<b>7P4 Sound &amp; Light</b> – Types of waves. Longitudinal waves, calculating speed of sound using formula, detecting sounds, structure of the ear, ultrasound and infrasound properties and uses. Reflection, law of reflection, refraction, colours in light, UV and infrared, lenses and how they work, the structure of the eye, standard form.	Expanded on at GCSE Brings together several different science disciplines – biology (structure of ear and eye) and physics – how the particles interact to form sound waves etc.	Observed waves Sound waves Light waves
	<b>7B5 Food &amp; nutrition</b> – balanced diet, food groups, food tests – carbohydrates, fat, protein. Enzyme action and factors that affect enzymes, digestive system	Essential knowledge for a healthy lifestyle in the future. Builds on 7B1. Expanded at GCSE. Links with KS3 DT (Food)	Nutrition and digestion



Curriculum Intent

Subject: MFL (Spanish)  
Year 7

	What?	Why?	National Curriculum Links
Term 1-1	<p><b><u>Introduction to Basic Crucial Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Time phrases</li> <li>• Opinions</li> <li>• Adjectives</li> <li>• Key Verbs and Phrases</li> <li>• Connectives</li> <li>• Set Phrases</li> </ul> <p><b><u>Introductions</u></b></p> <ul style="list-style-type: none"> <li>• Introducing yourself (name and how you are)</li> <li>• Being able to say how old you are (Numbers 0-31)</li> <li>• To be able to say when your birthday is (months, days of the week, numbers)</li> <li>• Likes and dislikes (colours and basic opinions and connectives)</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• ¿Qué tal? (¿Cómo estas?)</li> <li>• ¿Cómo te llamas? (What is your name?)</li> <li>• ¿Cuántos años tienes? (How old are you?)</li> <li>• ¿Cuándo es tu cumpleaños? (When is your birthday?)</li> <li>• ¿Adónde vives? (Where do you live?)</li> <li>• ¿Qué te gusta? (¿Qué no te gusta?)</li> </ul>	<p>Pupils start the year by being introduced to the basic crucial knowledge that they will need to know throughout their five years studying Spanish at CCSC. They will be taught words that are absolutely essential to the learning of Spanish as they are used in every topic and will guarantee them complexity in their work when writing and speaking. Pupils will then be assessed on this and this will give MFL staff a baseline.</p> <p>Pupils need to be able to introduce themselves and talk about their age, when their birthday is and their likes and dislikes. This will be an introduction to using the subject pronoun “I” and the use of opinions which is crucial when learning a language.</p> <p>Pupils will then be assessed on their Reading and Listening skills at the end of the half term. <i>This will allow teachers to plan effectively for knowledge gaps and misconceptions moving forward. Throughout the half term, all four skills are continually assessed.</i></p>	<ul style="list-style-type: none"> <li>○ To produce accurate pieces of work.</li> <li>○ To allow pupils to write at varying lengths on different topics.</li> <li>○ To speak with confidence, fluency and spontaneity.</li> <li>○ To initiate and develop conversations.</li> <li>○ Accurate pronunciation and intonation.</li> <li>○ To communicate for practical purposes.</li> <li>○ To equip pupils for studying or working abroad.</li> <li>○ Read and understand texts.</li> <li>○ Listen to a variety of forms of spoken language.</li> </ul>



	<ul style="list-style-type: none"> <li>Two crucial verbs in the present tense will be needed “SER” (to be) and “TENER”(to have) Basic opinions will be introduced “ me gusta, no me gusta, odio, me encanta” and some nouns to describe common likes and dislikes.</li> </ul>		<ul style="list-style-type: none"> <li>To be able to ask questions.</li> <li>How to use grammar spelling and punctuation.</li> </ul>
<p>Term 1-2</p>	<p><b>Talking about yourself and others</b></p> <ul style="list-style-type: none"> <li>Family members (describe who is in your family)</li> <li>Pets</li> <li>Physical descriptions (self and others)</li> <li>Personality descriptions (self and others)</li> </ul> <p><b>Communicative Functions</b></p> <ul style="list-style-type: none"> <li><i>¿Como eres? What are you like? (Physical descriptions)</i></li> <li><i>¿Como eres? What are you like? (Personality descriptions)</i></li> <li><i>¿Cómo es tu familia? (What is your family like?)</i></li> <li><i>¿Tienes mascotas? (Do you have pets?)</i></li> <li><i>¿Cómo es? What is he/she like? (Physical Descriptions)</i></li> <li><i>¿Cómo es? What is he/she like? (Personality descriptions)</i></li> </ul> <p>The third person will be introduced here of both the verbs “ser” and “tener”.</p> <p>Vocabulary will be recycled to talk about age of others too.</p>	<p>Pupils will be able to go into more detail when talking about themselves by describing their family. They will also be able to talk about their personality and describe themselves and others physically. This will allow them to use the third person and use adjectives effectively.</p> <p>At the end of this half term, pupils will be assessed on their Writing and Speaking skills. <i>This will allow teachers to plan effectively for knowledge gaps and misconceptions moving forward. Throughout the half term, all four skills are continually assessed.</i></p>	<ul style="list-style-type: none"> <li>Pupils will be applying grammatical structures to use the third person and look at patterns and differences between the two.</li> <li>Take part in discussions.</li> <li>Transcribe words and short sentences they hear with accuracy.</li> <li>Initiate and develop conversations</li> <li>Pupils will start writing confidently to describe their family and themselves.</li> <li>To be able to ask questions.</li> <li>How to use grammar spelling and punctuation.</li> </ul>



	<p>Time phrases can be introduced here when talking about personality “ mi padre es siempre simpatico”.</p>		
<p><b>Term 2-1</b></p>	<p><b><u>Free time activities</u></b></p> <ul style="list-style-type: none"> <li>Recap of opinions</li> <li>Opinion phrases + infinitive phrases</li> <li>Sports (use of juego, hago, voy)</li> <li>Recap of time phrases + sports</li> <li>Weather (cuando hace sol... juego fútbol)</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>¿Qué te gusta hacer en tu tiempo libre? (What do you like to do in your free time?)</li> <li>¿Qué deportes haces? (Which sports do you do?)</li> <li>¿Qué tiempo hace? (What is the weather like?)</li> <li>¿Qué deportes haces cuando...? (Which sports do you do when... weather)</li> <li>¿Qué vas a hacer este fin de semana?</li> </ul>	<p>Pupils can explain what they do in their free time and talk about sports/hobbies. They will be able to give their opinions on specific activities and the reasons for their opinions using adjectives. Time phrases will be recycled to say when/how often they do activities and sports in which weather conditions and the present tense will help pupils use and manipulate language more freely.</p> <p>Pupils will also learn the immediate future in order to describe what they are <i>going to do</i> at the weekend. This will allow pupils to include two different tenses in their work.</p> <p>At the end of this half term, pupils will be assessed on their Reading and Listening skills. <i>This will allow teachers to plan effectively for knowledge gaps and misconceptions moving forward. Throughout the half term, all four skills are continually assessed.</i></p>	<ul style="list-style-type: none"> <li>Identify and use tenses</li> <li>Use and manipulate a variety of key grammatical structures.</li> <li>Use a wide range of vocabulary and justify opinions.</li> <li>To be able to ask questions.</li> <li>How to use grammar spelling and punctuation.</li> <li>Justifying points of view when speaking and writing.</li> <li>Identify and use tenses.</li> </ul>
<p>Term 2-2</p>	<p><b><u>School subjects</u></b></p> <ul style="list-style-type: none"> <li>Recap of opinions and school subjects + adjectives (me gusta estudiar las ciencias porque es interesante)</li> </ul>	<p>Pupils will be able to say what their favourite subject is by recycling opinions and adjectives. The present tense will be used to then talk about what pupils study and when.</p>	<ul style="list-style-type: none"> <li>To be able to ask questions.</li> <li>Take part in discussions.</li> </ul>



	<ul style="list-style-type: none"> <li>• What you study using estudio + subject ( estudio las ciencias, no estudio...)</li> <li>• Recap of time phrases and days of the week + subject</li> <li>• Describing your timetable ( time and days of the week)</li> </ul> <p><b>Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <i>¿Cual es tu asignatura preferida? What is your favourite subject?</i></li> <li>• <i>¿Qué estudias? What do you study?</i></li> <li>• <i>¿Cómo es tu horario? What is your timetable like?</i></li> </ul>	<p>They will also use “me gustaría” and some other conditional structures to talk about what they would like to study in the future and why. Pupils will have the opportunity to use reuse and apply some of the future and conditional essential crucial knowledge words and phrases that they learnt at the beginning of the year.</p> <p>Pupils will also be taught the differences between Spanish schools and UK schools and how the routines are different.</p> <p>Pupils here will be assessed on their crucial knowledge acquisition by completing and a Crucial Knowledge Test to assess their recall on this new topic and to ensure they are confident to take on more developed language in the next half of this topic.</p> <p><i>Throughout the half term, all four skills are continually assessed.</i></p>	<ul style="list-style-type: none"> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Translate into Spanish and translate into English from Spanish.</li> <li>○ Using grammar in order to write and speak confidently.</li> <li>○ Transcribe words and short sentences that pupils hear with accuracy.</li> <li>○ Identify and use tenses.</li> </ul>
<p>Term 3-1</p>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>• Teachers (recap of description of teachers – physical and personality)</li> <li>• Description of school (size and facilities etc using the verb “hay”</li> <li>• Ideal school (me gustaría + facility)</li> </ul> <p><b>Communicative Functions</b></p> <ul style="list-style-type: none"> <li>• <i>¿Como son tus profesores? (What are your teachers like?)</i></li> </ul>	<p>Pupils will be able to describe their teachers by describing them physically and by describing their personality. Pupils will once again recycle vocabulary from the previous topic of ¿Cómo eres? to help them with this. Pupils will also explain reasons for why they like or dislike certain subjects. Following on from this, pupils will be able to describe their school by talking about different facilities and using the present tense to form simple phrases.</p>	<ul style="list-style-type: none"> <li>○ To be able to ask questions.</li> <li>○ Take part in discussions.</li> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Translate into Spanish and translate into English from Spanish.</li> <li>○ Using grammar in order to write and speak confidently.</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>¿Como es tu instituto? (What is your school like?)</i></li> <li>• <i>¿Como seria tu instituto ideal? (What would your ideal school be like?)</i></li> </ul>	<p>At the end of this half term, pupils will be assessed on their Writing and Speaking skills. <i>This will allow teachers to plan effectively for knowledge gaps and misconceptions moving forward. Throughout the half term, all four skills are continually assessed.</i></p>	<ul style="list-style-type: none"> <li>○ Transcribe words and short sentences that pupils hear with accuracy.</li> </ul>
<p>Term 3-3</p>	<ul style="list-style-type: none"> <li>• Back To Basics</li> <li>• Basic Introductions</li> <li>• Numbers</li> <li>• Days of the week, months of the year</li> <li>• Adjectives</li> <li>• Time phrases</li> <li>• Opinions</li> <li>• Family</li> </ul>	<p>Pupils will recap basic Spanish and all crucial knowledge covered this year in preparation for the new academic year. This will allow for pupils to bring all learning together and recap topics and crucial knowledge taught at the very beginning of the year and it will contribute to their 5 year course the following year.</p> <p>Pupils will be assessed on their essential crucial knowledge again to assess progress throughout the year and as a reminder of the importance of this specific vocabulary. This will also give teachers an idea of pupil progress and any knowledge gaps in preparation for the new academic year.</p>	<ul style="list-style-type: none"> <li>○ To speak with confidence, fluency and spontaneity.</li> <li>○ To initiate and develop conversations.</li> <li>○ Accurate pronunciation and intonation.</li> <li>○ To communicate for practical purposes.</li> <li>○ Identify and use tenses</li> <li>○ Use and manipulate a variety of key grammatical structures and patterns.</li> <li>○ Use a wide range of vocabulary and justify opinions.</li> <li>○ Take part in discussions.</li> <li>○ Using grammar, spelling and punctuation.</li> <li>○ Transcribe words and short sentences that they hear with accuracy.</li> </ul>



### Curriculum Intent

Subject: Geography  
Year: 7

	What?	Why?	National Curriculum Links
Term 1-1	<p><b><u>Key Concepts: Weather and Climate</u></b></p> <p><b>Weather</b>                      <b>Global Atmospheric Cirulation</b>  <b>Climate</b>                      <b>Extreme Weather</b>  <b>Biomes</b>  <b>Interconnectivity</b></p>	<ul style="list-style-type: none"> <li>To have an understanding of the difference between weather and climate</li> <li>Different climate zones and how the world’s atmosphere is connected</li> <li>The importance of weather at different scales; local, regional and global weather patterns</li> </ul> <p><i>RECAP @ END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p> <p><b>Geographical skills and fieldwork</b></p>
Term 1-2	<p><b><u>Key Concepts: Exploring the UK</u></b></p> <p><b>United Kingdom</b>                      <b>Local Environment</b>  <b>British Isles</b>                      <b>OS Maps</b>  <b>Variety of Landscapes</b>                      <b>Physical Landscapes</b>  <b>Europe</b>                      <b>Human Geography</b>  <b>Scale</b></p>	<ul style="list-style-type: none"> <li>To be able to identify the differences between the UK/BRITISH ISLES and GREAT BRITAIN</li> <li>To investigate the variety of landscapes, cultures and traditions in the nations that make up the UK</li> <li>To Look at and explain the UK’s place in a range of scales</li> </ul> <p><i>RECAP @ END OF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p> <p><b>Geographical skills and fieldwork</b></p>
Term 2-1	<p><b><u>Key Concepts: Development and Global Issues</u></b></p> <p><b>Development</b>                      <b>Climate change</b>  <b>HIC/NEE/LIC.</b>                      <b>World Population</b>                      <b>TNC</b>  <b>Urbanisation</b>                      <b>Resource Management</b>  <b>Development Gap</b></p>	<ul style="list-style-type: none"> <li>Why are countries different?</li> <li>What is development and how is it affected?</li> <li>What are the Key global issues affecting the present and future?</li> </ul> <p><i>RECAP TERM 1</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p>



		<i>RECAP @ END OF HALF TERM</i>	<b>Geographical skills and fieldwork</b>
Term 2-2	<p><b><u>Key Concepts: Coasts</u></b></p> <p><b>Processes</b> Erosional Transportation Depositional</p> <p><b>Interconnectivity Management Sustainability</b></p>	<ul style="list-style-type: none"> <li>• What shapes the coast?</li> <li>• How is it connected?</li> <li>• How can it be managed sustainably?</li> </ul> <p><i>RECAP @END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p>
Term 3-1	<p><b><u>Key Concepts: Africa</u></b></p> <p><b>Where?</b> Environmental Development Climate Misconception</p> <p><b>World links</b> What? Sustainable Social Economic</p>	<ul style="list-style-type: none"> <li>• Importance of Africa on different scales</li> <li>• Africa as a future superpower</li> </ul> <p><i>RECAP TERM 2</i> <i>RECAP @ END OF HALF TERM</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p>
Term 3-3	<p><b><u>Key Concepts: The Middle East</u></b></p> <p><b>Culture.</b> Sustainability Physical Dubai's growth</p> <p><b>Inequality</b> Urbanisation Conflict and Political systems</p>	<ul style="list-style-type: none"> <li>• Investigate the range of physical and human geographies that make up the Middle East region</li> <li>• To explore the importance of the region globally</li> <li>• To describe the inequalities in the region</li> <li>• To think about the future of the region</li> </ul> <p><i>RECAP TERM 2 &amp; 3</i></p>	<p><b>Location</b></p> <p><b>Place</b></p> <p><b>Scale</b></p> <p><b>Human/Physical</b></p>

**Recap:** Recaps will be included **proactively** in the **starters and plenaries** of lessons, as well as having stand out time at the **start and end of terms** to reflect on previous learning.



### Curriculum Intent

Subject: History  
Year 7

	<b>What?</b>	<b>Crucial knowledge</b>	<b>Why?</b>	<b>National Curriculum links</b>
<i>Making Britain</i>	Britain before 1066: <ul style="list-style-type: none"> <li>- The Celts</li> <li>- The Romans</li> <li>- The Saxons</li> <li>- The Vikings</li> </ul>	<ul style="list-style-type: none"> <li>- History is studying the past. We can study the past by looking at sources. Examples of sources are photos, letters and newspapers.</li> <li>- The Romans ruled Britain from 43 to 410 AD. They introduced roads, libraries, public health systems and concrete.</li> <li>- The Angles and the Saxons were two of many tribes from Europe who came to raid and invade Britain after the Romans left. Britain was divided into many kingdoms under their rule.</li> <li>- The Vikings were from Norway, Denmark and Sweden and they raided England for valuables during the Anglo-Saxon period.</li> <li>- Alfred the Great was an Anglo-Saxon King of Wessex who divided England into two areas- the Anglo-Saxon kingdoms in the west and an area called Danelaw in the east which was ran by Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural Capital: Traces the origins of British culture through the different cultures and people who have lived in and controlled Britain.</li> <li>- Explores historical links to countries such as Germany and Italy. Poses the question of migration and its importance in the Britain that we know today.</li> <li>- A study over time allows for exploration of second order concepts such as cause and consequence and change and continuity.</li> <li>- This covers areas that are suggested in the National Curriculum for KS3.</li> </ul>	A study of an aspect or theme in British History (Migration) that consolidates (From KS2 National Curriculum) and extends chronological knowledge before 1066.
<i>The Middle Ages</i>	The power of the church and the people in the Middle Ages: <ul style="list-style-type: none"> <li>- Life in a Medieval Village</li> </ul>	<ul style="list-style-type: none"> <li>- The Medieval era starts (in England) with Harold's defeat at the Battle of Hastings in 1066.</li> <li>- England was a Catholic country during the Medieval period. The Church ran</li> </ul>	<ul style="list-style-type: none"> <li>- Explores some of the foundations for GCSE themes within the Health and the People topic such as Medieval medicinal practices.</li> </ul>	Development of the church, state and society in Medieval



	<ul style="list-style-type: none"> <li>- Life in a Medieval town</li> <li>- Who should be king in 1066</li> <li>- The Battle of Hastings</li> <li>- The impact of William’s victory including Feudal system, Harrying of the North etc</li> <li>- Impact of religion</li> <li>- Law and order</li> <li>- Relationships with Wales and Scotland</li> <li>- The Black Death</li> <li>- Peasants Revolt</li> <li>- Wars of the Roses</li> <li>- Princes in the Towers</li> </ul>	<p>many parts of people's lives such as law and order and care for the poor.</p> <ul style="list-style-type: none"> <li>- King John was seen as one of England's worst ever kings. He taxed people lots. He was eventually forced to sign the Magna Carta in 1215. This limited the power of the king and was the basis for human rights today.</li> <li>- The Black Death hit England in 1347. As people didn't understand how the disease was spread, it killed 2 million people.</li> <li>- The Peasant's Revolt of 1381 was the first rebellion in British history where poor people rose up against their masters and demanded more rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggested area of study for the National Curriculum for KS3.</li> <li>- A study over time allows for exploration of second order concepts such as cause and consequence and change and continuity.</li> <li>- Encourages pupils to think about the foundations of their rights and responsibilities when looking at the Magna Carta and Peasants Revolt.</li> <li>- Links to GCSE Health &amp; the People topic.</li> </ul>	<p>Britain 1066 – 1509.</p>
<p>The Tudors</p>	<p>Changing roles of the church and the people after the Middle Ages:</p> <ul style="list-style-type: none"> <li>- Tudor Monarchs</li> <li>- Henry VIII’s problems</li> <li>- Food in Tudor England</li> <li>- Sport in Tudor England</li> <li>- International relations under Henry VIII</li> <li>- Religious turmoil</li> </ul>	<ul style="list-style-type: none"> <li>- There was a big difference between rich and poor in the Tudor Era, as could be seen by the food they ate and the sports they played.</li> <li>- Henry VIII changed England's religion from Catholic to Protestant. This was the start of the 'religious rollercoaster' in the Tudor Era.</li> <li>- Mary I earned the nickname 'Bloody Mary' by burning 300 Protestants for refusing to change their religion.</li> <li>- Elizabeth I came to the throne in 1558. Her reign is known as the 'Golden Age' because of her religious compromise,</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing the procedure and skills of analysing propaganda as a source of information and considering its aim and how convincing it is when looking at portraits of Elizabeth.</li> <li>- Suggested area of study in National Curriculum.</li> <li>- Links to GCSE Health &amp; the People topic and Elizabeth I topic.</li> <li>- Explores the impact of the Elizabeth’s reign on the people of England, including Shakespeare,</li> </ul>	<p>Development of Church, state and society in Britain 1509 – 1745.</p>



	<ul style="list-style-type: none"> <li>- Edward VI</li> <li>- Mary I</li> <li>- Elizabeth I</li> <li>- Elizabethan Golden Age</li> <li>- Spanish Armada</li> <li>- Voyages of discovery</li> </ul>	<p>growth in trade and an explosion of culture.</p> <ul style="list-style-type: none"> <li>- In 1588 the new English navy defeated the Spanish Armada through the use of new tactics and with some help from the weather.</li> </ul>	<p>religious tolerance and the beginnings of the British Empire.</p> <ul style="list-style-type: none"> <li>- Cultural Capital – examines the role of Shakespeare then and now.</li> <li>-</li> </ul>	
The Stuarts	<p>Changing roles of the church and the people after the Middle Ages:</p> <ul style="list-style-type: none"> <li>- Gunpowder Plot</li> <li>- Causes of the English Civil War</li> <li>- Consequences of the English Civil War</li> <li>- Life in Interregnum England</li> <li>- Witchcraft</li> <li>- Restoration of the monarchy</li> <li>- Great Plague of 1665</li> <li>- Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>- James I was the first Stuart King of England. He came to the throne when Elizabeth died with no heir in 1603.</li> <li>- In 1605 there was a Catholic plot to blow up James I and Parliament because of how badly Catholics were being treated. This is known as the Gunpowder Plot.</li> <li>- Between 1642 &amp; 1649 England was at war with itself (Civil War). The two sides (Parliament and Charles I) both believed that they had the right to rule England.</li> <li>- Charles I lost the English Civil War. He was put on trial for treason and executed. Oliver Cromwell ran England from 1649 - 1658. This is known as the Interregnum where England had no king.</li> <li>- The Great Plague hit London in 1665 and killed over 100,00 people. The disease had started to die down but the Great Fire of London in 1666 destroyed five sixths of London and ended the disease. London was rebuilt as a cleaner and more modern city.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggested area of study in National Curriculum.</li> <li>- Exploring the significance of the English Civil War in creating the Britain that we know today.</li> <li>- Explores the impact of the English Civil War on society and how it has physically and socially shaped Britain to this day.</li> <li>- Cultural Capital – Looks at how the power of the King became limited and the beginnings of Parliamentary democracy.</li> </ul>	<p>Development of Church, state and society in Britain 1509 – 1745.</p>



Curriculum Intent

Subject: Art  
Year 7

	What?	Why?	National curriculum
Term 1-1	<p><b>BASICS</b></p> <p>Sketchbook layout</p> <ul style="list-style-type: none"> <li>Title</li> <li>Background</li> <li>Image</li> <li>Annotation</li> </ul> <p>Annotation and how to self-assess work Tone and shade using a pencil gradient Pencil gradients. Mark making and the use of line with a pencil Directional observational drawings. Formal drawing skills. Analysis of an Artist work. Art history timeline and Art movements</p>	<p>The basics link to AO3 in the GCSE specification and all pupils need to know how to do basic tonal drawings and how to annotate their own work making reference to what they have done and why and the use of key terminology through crucial knowledge.</p> <p>Pupils need to understand that drawing from memory is ok at experimentation stage by direct observational drawing is essential for AO3.</p> <p>Pupils need to know that if they draw from memory, scale proportion and size are not accurate.</p> <p>Pupils need to understand contextual links to art movements in time and understand the styles from these times.</p>	<p>KEY STAGE 3 pupils are:</p> <ul style="list-style-type: none"> <li>Taught to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>
Term 1-2	<p><b>NIKKI DE SAINT PHALLE – COLOUR APPLICATION</b></p> <p>Analysis of Artist work Colour wheel – primary/secondary/tertiary/opposite/complimentary Application of pencil crayon/felt pen/paint Tonal gradient using pencil crayon and how it is the same as a pencil tonal grid. Basic 3D construction</p>	<p>Artist study if highly important for the exam in year 11, pupils need understand that they need to use inspiration of others and why they need to use inspiration</p> <p>Artist study if highly important for the exam in year 11, pupils need understand that they need to use inspiration of others and why they need to use inspiration pupils need to understand the difference between analysis and Annotation.</p>	<ul style="list-style-type: none"> <li>Taught to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Taught to use a range of techniques and media, including painting</li> </ul>



<p>Term 2-1</p>	<p><b>RECAP EXAM – Test of all basic skills before moving on JIM DINE</b>                  Artist study and how an artist can be used to inform and inspire pupil’s own work.                  How to observe a piece of Art work and what it means and how to describe the Art work use key terms.                  Tonal drawings – use of Graphite/ pen and ink/ biro/paint</p>	<p>Artist study if highly important for the exam in year 11, pupils need understand that they need to use inspiration of others and why they need to use inspiration</p>	<ul style="list-style-type: none"> <li>• Taught to use a range of techniques and media, including painting</li> </ul>
<p>Term 2-2</p>	<p>Final outcomes – bringing all work within a project together to create a final outcome.                  3D card construction and how to visualise a 3D object from a 2D drawing.                  Use of card scissors and glue gun/gummed paper.</p>	<p>Final outcomes are essential for all Are projects. This brings together all the work and ideas within a project and shows the work has taken a journey.</p>	<ul style="list-style-type: none"> <li>• Taught to increase their proficiency in the handling of different materials</li> </ul>
<p>Term 3-1</p>	<p><b>ONE OFF SKILLS</b>                  Print making- Lino/screen/mono                  Painting in acrylic</p> <p><b>PHOTOGRAPHY – Horror</b>                  History of photography                  What is a good photo?                  How to take a good photo and how to use an iPad and a camera.                  How to Filter using PowerPoint</p>	<p>One off skill is needed to use within final outcomes at KS4, they are used in final pieces.</p> <p>Basics and understanding of photography from the past and present.</p>	<ul style="list-style-type: none"> <li>• Taught to increase their proficiency in the handling of different materials</li> <li>• Taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>
<p>Term 3-2</p>	<p><b>PHOTOGRAPHY - Horror</b>                  How to Edit using Photoshop                  How to Manipulate</p>	<p>This will inform and support the choice of photography in year 9.</p>	<ul style="list-style-type: none"> <li>• Taught to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> </ul>



Curriculum Intent

**Subject: Computing**

**Year: 7**

	What?	Why?	National Curriculum Links
Term 1-1	<p><b>Collaborating Online Respectfully</b></p> <p>This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network. It also allows the teacher to discuss appropriate use of the school network, and to update and remind learners of important online safety issues. Whilst completing this unit, learners will also learn how to use presentation software effectively. In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.</p>	<p>This unit has been devised as a transitional unit to allow learners to confidently move from Year 6 to Year 7. By the end of the unit, they should be able to use the school network safely and respectfully. It acts a baseline to assess prior learning and competence.</p> <p><b>Prerequisite for whole school KS4.</b></p> <p>Effective use of tools – Use software tools to support computing work</p> <p>Safety and security - Understand risks when using technology, and how to protect individuals and systems</p> <p>Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems</p> <p>Networks - Understand how networks can be used to retrieve and share information, and how they come with associated risks</p> <p>Creating media - Select and create a range of media including text, images, sounds, and video</p> <p>Design and development - Understand the activities involved in planning, creating, and evaluating computing artefacts</p> <p>Connected world:                      - Online bullying                      - Online relationships                      - Privacy and security</p>	<p><b>3.8:</b> create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p> <p><b>3.9:</b> understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.</p>
Term 1-2	<p><b>Networks: From Semaphores to the Internet</b></p> <p>This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.</p>	<p>This unit progresses students' knowledge and understanding of networks and associated hardware. The unit will establish a foundation understanding of how data is transmitted across networks, as well as exploring the factors that can affect performance. The unit will spend time focussing on the internet and services provided over the internet. <b>Prerequisite for Y9 Computer Science Networks topics.</b></p>	<p><b>3.5:</b> understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems</p>



		<p>Networks - Understand how networks can be used to retrieve and share information, and how they come with associated risks</p> <p>Computing systems - Understand what a computer is, and how its constituent parts function together as a whole</p> <p>Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems</p> <p>Safety and security - Understand risks when using technology, and how to protect individuals and systems</p> <p>Connected world: - Privacy and security</p>	
Term 2-1	<p><b>Gaining Support for a Cause</b></p> <p>During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.</p>	<p>This unit progresses students' knowledge and understanding of licensing and legal issues surrounding the use of online sources of information. They will also gain an understanding of how to apply techniques to help determine the reliability of a source. Learners will develop practical skills in using software to make a blog that could be published online. <b>Prerequisite for Y9 iMedia.</b></p> <p>Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems</p> <p>Creating media - Select and create a range of media including text, images, sounds, and video</p> <p>Effective use of tools - Use software tools to support computing work</p> <p>Impact of technology - Understand how individuals, systems, and society as a whole interact with computer systems</p> <p>Design and development - Understand the activities involved in planning, creating, and evaluating computing artefacts</p> <p>Connected world: - Copyright and ownership - Managing online information</p>	<p><b>3.7:</b> undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p> <p><b>3.8:</b> create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p>
Term 2-2	<p><b>Programming I</b></p> <p>This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming</p>	<p><b>Prerequisite for Y9 Python Programming lessons.</b></p> <p>Algorithms - Be able to comprehend, design, create, and evaluate algorithms</p>	<p><b>3.2:</b> understand several key algorithms that reflect computational thinking [for example, ones for sorting and</p>



	<p>experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit.</p> <p>The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. All of the examples and activities for this unit use Scratch 3.</p>	<p>Programming - Create software to allow computers to solve problems</p> <p>Design and development - Understand the activities involved in planning, creating, and evaluating computing artefacts</p>	<p>searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</p>
<p>Term 3-1</p>	<p><b>Programming II</b></p> <p>Programming II follows on from the foundations built in 'Programming I'. It is vital that learners complete 'Programming I' before beginning this unit.</p> <p>This unit begins right where 'Programming I' left off. Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.</p>		<p><b>3.3:</b> use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions</p> <p><b>3.4:</b> understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</p> <p><b>3.8:</b> create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</p>
<p>Term 3-3</p>	<p><b>Spreadsheets</b></p> <p>The spreadsheet unit for Year 7 takes learners from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.</p>	<p>This unit progresses learners' knowledge and understanding of modelling data using a spreadsheet. Due to the transitional nature of Year 7, the unit assumes that learners have little to no experience of using spreadsheets. <b>Prerequisite for KS4 whole school knowledge.</b></p> <p>Data and information - Understand how data is stored, organised, and used to represent real-world artefacts and scenarios</p> <p>Effective use of tools - Use software tools to support computing work</p> <p>Programming - Create software to allow computers to solve problems</p>	<p><b>3.1:</b> design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems</p> <p><b>3.7:</b> undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p>





Term 2-1	Over the course of the remainder of Year 7, pupils will do (some not all) the following activities but in varying sequence.	<p><b>Netball:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of positions and rules</li> <li>• Basic passing technique</li> <li>• Moving in to space</li> <li>• Attacking/defending</li> </ul>	1, 2, 5, 6
Term 2-2	Netball	<p><b>Football:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of 9 v 9 format</li> <li>• Basic skills – passing, control and shooting</li> <li>• Maintaining possession</li> <li>• Attack/defend tactics</li> </ul>	1, 2, 5, 6
Term 3-1	Football	<p><b>Rugby:</b></p> <ul style="list-style-type: none"> <li>• Introduction to contact rugby</li> <li>• Develop tackling technique</li> <li>• Basic ball handling</li> <li>• Knowledge of the game/rules</li> </ul>	1, 2, 5, 6
Term 3-1	Rugby	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Basic rolls (forward, back, side and teddy)</li> <li>• Balances – dynamic, static and partner</li> <li>• Travel</li> <li>• Jumps – both floor and using apparatus</li> </ul>	2, 5, 6
Term 3-1	Gymnastics	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Travel, locomotion, stepping and pathways</li> <li>• Balance (static/dynamic)</li> <li>• Rotation, turning and weight transfer</li> <li>• Jumps and elevations</li> </ul>	2, 3, 5, 6
Term 3-1	Dance	<p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>• Throwing and catching (fielding)</li> </ul>	
Term 3-1	Rounders		
Term 3-1	Swimming		
Term 3-3	Athletics (track and field)		



	<ul style="list-style-type: none"> <li>• Ground fielding techniques</li> <li>• Knowledge of rounders pitch (layout)</li> <li>• Basic rules of the game (scoring etc)</li> <li>• Hitting the ball (batting)</li> </ul>	1, 2, 5, 6
	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• Development of water confidence</li> <li>• Safe entry and exit of pool</li> <li>• Improve body position in the water (flat)</li> <li>• Development of front and back stroke (arms and legs)</li> <li>• Pupils who can perform breast/butterfly identified.</li> <li>• Record '<i>Personal Best</i>' for front/back stroke</li> </ul>	2, 5, 6
	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to all track and field events that are age relevant</li> <li>• Basic technique introduced for all events</li> <li>• Pupils told as to how each event is measured and recorded</li> <li>• All results recorded for '<i>Personal best</i>'</li> </ul>	2, 5, 6

## Curriculum Intent

### Subject: YEAR 7 FOOD & NUTRITION

	What?		Why?	Link to National Curriculum
Term 1-1	Health & Safety in the food room Washing up, practical routines and layout of the room/units Food Hygiene & Safety Food Poisoning & Key temperatures for food safety RECAP/TEST	POSSIBLE PRACTICAL ACTIVITIES: Knife skills (using sharp knives safely) Croque Monsieur Pizza Muffins Accurate weighing & measuring of dry and liquid ingredients	To be able to work safely in the food room and follow practical routines To be able to produce food hygienically that is safe to eat To be able to use knives and equipment accurately and safely To know what causes food poisoning and key temperatures for controlling bacterial multiplication	Competent in a range of cooking techniques: food hygiene and safety when selecting and preparing ingredients
Term 1-2	Tools and Equipment Weighing & measuring The cooker RECAP/TEST	Using the cooker  **Christmas	To know the names and uses of food equipment. (To be able to select and use appropriate equipment accurately and safely at GCSE) To be able to accurately weigh and measure dry/liquid food ingredients in order to ensure the success of recipes To know the different parts of the cooker and uses and to be able to safely use the cooker	Competent in a range of cooking techniques: using utensils and equipment
Term 2-1	A balanced diet The Eatwell Guide/the sections/the foods from each group RECAP/TEST	POSSIBLE PRACTICAL ACTIVITIES Apple crumble Pasta salad Flapjack/Fruity flapjack	To understand the principles of a balanced diet in relation to current Government healthy eating guidance: The Eatwell Guide. To understand the 5 main sections on the eatwell guide, the foods from each section and foods that should be reduced on the outside of the Eatwell Guide	Understand and apply the principles of nutrition and health: EATWELL GUIDE
Term 2-2	The Eatwell Guide, macronutrients/vitamins and minerals/fibre provided by each section RECAP/TEST	** Easter	To know what a balanced diet is and the types and quantities of foods we should have in our diet to keep us healthy. To know which foods to avoid/reduce in the diet	Understand and apply the principles of nutrition and health: EATWELL GUIDE
Term 3-1	Health issues relating to a poor diet: Sugar, dental health, obesity, development of type II diabetes Reducing the amount of sugar we eat RECAP/TEST	POSSIBLE PRACTICAL ACTIVITIES Banana Muffins Ratatouille	To know some of the health implications of poor food choices To be able to identify healthier alternatives (reducing sugar in the diet)	Understand and apply the principles of nutrition and health
Term 3-2	Fibre and bowel-related disorders Increasing the amount of fibre we eat RECAP/TEST	**Fruit salad/summer	To know some of the health implications of poor food choices To be able to identify healthier alternatives (increasing fibre in the diet)	Understand and apply the principles of nutrition and health



## Curriculum Intent

Subject: Design and Technology

Year: 7

	What?	Why?	National Curriculum Links
Term 1	<ul style="list-style-type: none"> <li>Health &amp; Safety in the workshop</li> <li>Understanding 'users needs'</li> <li>Name of tools &amp; equipment and what they are used for.</li> <li>Basic Graphics and drawing techniques.</li> <li>Desing using biomimicry.</li> <li>Re-cap Crucial Knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding health &amp; safety in Design &amp; Technology.</li> <li>Key stage 3 target – identify and understand users (peoples) needs</li> <li>Be able to select tools &amp; equipment.</li> <li>Identification of materials used and ways of joining them to complete practicals.</li> <li>Using nature to inspire design ideas.</li> <li>Build presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to find out about different people's backgrounds and understanding their needs.</li> <li>Look at how to design own mechanism.</li> <li>Make a list of items needed to create a pop-up card.</li> <li>Use basic tools and equipment.</li> <li>Understanding properties of materials.</li> <li>Create ideas using nature.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Looking at different design processes and past &amp; present designers.</li> <li>Understanding of basic material properties and glues.</li> <li>Looking at new &amp; emerging technologies.</li> <li>Re-cap Crucial Knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding existing products and how they work.</li> <li>Building on knowledge of materials and their properties.</li> <li>Understanding the evolution of new materials.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to find out about different people's backgrounds and understanding their needs.</li> <li>Look at how to design own mechanism.</li> <li>Make a list of items needed to create a pop-up card.</li> <li>Use basic tools and equipment.</li> <li>Understanding properties of materials.</li> <li>See how materials are changing.</li> <li>Evaluating designers' work.</li> <li>Test and Evaluate pop up card.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Re-cap Crucial Knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Check understanding of existing products, materials, health &amp; safety and tools &amp; equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Being able to find out about different people's backgrounds and understanding their needs.</li> <li>Look at how to design own mechanism.</li> <li>Make a list of items needed to create a pop-up card.</li> <li>Use basic tools and equipment.</li> <li>Understanding properties of materials.</li> </ul>



Curriculum Intent

Subject: Religious and Multicultural Studies

In accordance with the National Curriculum for England, the school teaches religious education at all key stages and our rich and varied curriculum takes into consideration the following:

*Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

Year 7

	What?	Why?
Term 1-1	<ul style="list-style-type: none"> <li>• To understand the terms belief and faith.</li> <li>• Christian beliefs about Jesus’ teachings and why Christians follow his teachings.</li> <li>• To understand the Five Pillars of Islam.</li> <li>• To understand the Eightfold Path of Buddhism.</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms across all years and topics.</li> <li>• To understand the impact religion has upon a believers life.</li> <li>• Understand diversity within Britain.</li> <li>• Links to GCSE RS Paper 1.</li> </ul>
Term 1-2	<ul style="list-style-type: none"> <li>• To start understanding the terms atheist, theist and agnostic.</li> <li>• To understand symbolism and meaning within religious art.</li> <li>• To know what Puja is.</li> <li>• To know the symbols within the nativity for Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of symbolism within religion.</li> <li>• To understand how certain actions and views affect belief.</li> <li>• Puja links directly to GCSE RS Paper 1: Buddhist practices.</li> <li>• Nativity links to GCSE RS Paper 1: Christian beliefs and practices.</li> </ul>



Term 2-1	<ul style="list-style-type: none"> <li>Recap terms atheist, theist and agnostic and consider in terms of the nature of God / Problem of evil.</li> <li>To learn about Jewish belief in G-d, shema, Abraham.</li> <li>To know about the ten Gurus, sewa and the langar.</li> <li>Hindu belief in karma and reincarnation.</li> </ul>	<ul style="list-style-type: none"> <li>To understand key Christian beliefs about God.</li> <li>To understand the key principles of Jewish beliefs.</li> <li>Knowledge about the Gurus, charity work, karma and reincarnation will link GCSE Paper 1: beliefs and practices.</li> <li>To develop understanding of the range of religious and non-religious views within British society and the wider global community.</li> </ul>
Term 2-2	<p>Rites of Passage</p> <ul style="list-style-type: none"> <li>Birth – infant, believers, aqiqah, brit milah, samskaras</li> <li>Teen – confirmation, bar and bat mitzvah</li> <li>Marriage – Christian, Jewish, Sikh</li> <li>Death – Christian, Hindu, Islam, Buddhist</li> </ul>	<ul style="list-style-type: none"> <li>To develop understanding of religious practices linking directly to GCSE RS Paper 1.</li> <li>Links to GCSE RS Theme A: Relationships.</li> <li>To develop understanding of religious actions and beliefs.</li> </ul>
Term 3-1		
Term 3-2	<ul style="list-style-type: none"> <li>To understand what makes a leader and the titles of leaders within the 6 key world religions.</li> <li>To develop understanding of Buddhist monks.</li> <li>To develop understanding of the Guru Granth Sahib.</li> </ul>	<ul style="list-style-type: none"> <li>Links to GCSE RS Paper 1: Religious beliefs and practices.</li> <li>To gain an understanding of the importance of leadership within religion and society as a whole.</li> </ul>



Curriculum Intent

Subject: Music

Year: 7





	What?	Why?	National Curriculum Links
Term 1-1 Listen	<p>Crucial Knowledge, Group Skills &amp; Performance Workshopping.</p> <p>Whole class workshops and games based around key skills and crucial knowledge. Pulse circles, clap back and group vocal work on popular songs.</p>	<p>Used to introduce and embed crucial knowledge in an experiential and practical learning climate.</p> <p>Deep learning must involve a multi-style approach to provide novelty and produce internal motivation.</p>	<p>To engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p>
Term 1:2 Perf.	<p>Keyboard skills 1: Wimoweh</p> <p>Learn the note names, how the keyboard is structured, sharps and flats, finger development and hand coordination.</p> <ol style="list-style-type: none"> <li>1). Follow a series of developmental skill exercises.</li> <li>2). Employ our knowledge of the keyboard to play using note names.</li> <li>3). Use basic crucial knowledge within a performance of Wimoweh including musical elements such as tempo and pulse.</li> </ol>	<p>Keyboard knowledge and skills are fundamental to all the composition work we do at GCSE and beyond.</p> <p>Implement crucial knowledge as an essential way of describing the music we listen to and perform.</p> <p>Performing different parts within the piece helps develop the understanding of how pieces work.</p>	<p>To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>To develop a deepening understanding of the music that</p>



			they perform and to which they listen, and its history.
Term 2-1 Perf.	Ukeacademy	Personal technique: how to play the Ukulele. Be able to play the Ukulele; linking the learning to crucial knowledge and the elements of music. Introduce ensemble skills and practical rehearsal technique to produce a group performance.	To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.  They should develop their vocal and/or instrumental fluency, accuracy and expressiveness.
Term 2-2 Listen.	Instruments of the orchestra Peter and the Wolf  Study Peter and the Wolf and Bill Bailey's Young persons guide to the orchestra.	Develop listening skills to identify instruments through sound, learn what they look like, the pitch of the sounds and the families they are in.	Understand and explore how music is created, produced and communicated  Listen with increasing discrimination to a wide range of music from great composers and musicians.
Term 3-1 Perf.	Popular song Performance  Choose a song and aim to perform it either on music technology resources or instruments.	Explore music of their choice through song analysis, aiming to develop an understanding of style, instrumentation, harmony and melody.  Use these features as an influence and guide to set a vision of how their song will sound and aim to create it using instruments and Garage Band.	To play and perform confidently in a range of solo and ensemble contexts using their voice, playing



			<p>instruments musically, fluently and with accuracy and expression.</p> <p>To develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p>They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p>
<p>Term 3-2</p> <p>Comp.</p>	<p>Music technology: The X Files</p> <p>Experientially use crucial knowledge such as structure, rhythm, tempo, pitch and harmony aiming to re-create our own version of the Xfiles theme.</p>	<p>To learn the basics of melody development through performance and recording of the X Files theme.</p> <p>Identify the tonality of the music and be able to choose sounds that work well in the composition.</p> <p>Introduce , be able to employ the software capabilities to create an effective piece of film music.</p>	<p>To use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p>

Area	What?	Why?
<p><b>SRE</b></p> 	<ul style="list-style-type: none"> <li>• Friendship groups, Family Structures, Family Pressures.</li> <li>• Respecting Others, Bullying</li> <li>• Puberty,</li> <li>• Personal Safety, Staying Clean, Dental Health, Knife Crime, First Aid</li> <li>• Social Media</li> <li>• Online Safety, Reporting Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Relationships have a large impact on our daily lives; it is important to have Good Friends and a Supportive Family, in whatever form.</li> <li>• Having respect for others helps to develop our own self-confidence and mental health.</li> <li>• Puberty is a time when our bodies change from a child to a young adult; Physically and Mentally.</li> <li>• Maintaining our Personal Safety includes; Healthy Diets, Good Hygiene, Road Safety, avoiding Crime (Knife) and how to help in a crisis with Basic First Aid.,</li> <li>• Using Social media appropriately, helps to keep ourselves safe online and prevent many Mental Health issues such as Stress, Anxiety and Negative Self Confidence.</li> <li>• There are many places you can report online issues/abuse, such as CEOP, Childline and the Police.</li> </ul>
<p><b>Citizenship</b></p> 	<ul style="list-style-type: none"> <li>• Rights and Responsibilities</li> <li>• Young People and the Law</li> <li>• Parliament, Voting</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights are based on important principles like dignity, fairness, respect and equality. They protect you in your daily life regardless of who you are, where you live or chose to live your life.</li> <li>• Laws are systems of rules we all follow to keep everyone safe, if you break the law there are consequences.</li> <li>• Every UK Citizen has the right to vote at 18; this means we all have a say in choosing the government and certain decisions.</li> </ul>
<p><b>Careers</b></p> 	<ul style="list-style-type: none"> <li>• What are your interests</li> <li>• Career Goals</li> <li>• Personal Values and Attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Interests help to shape what careers we might like to do in the future.</li> <li>• Career goals are part of aspiring to work towards a dream career.</li> <li>• Knowing your Personal Values and Attributes helps you to develop the skills you need for the future.</li> </ul>
<p><b>Finance</b></p> 	<ul style="list-style-type: none"> <li>• How do you feel about Money?</li> <li>• Using and monitoring money</li> <li>• Buying choices</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how money works is part of modern life and economics.</li> <li>• Many people are nervous, or are not confident about how to use money effectively without going into debt.</li> <li>• Buying choices are based on what we can afford now or how long it will take to save for.</li> </ul>