



An Active Learning Trust School

## Year 7 Curriculum



The *Active Learning* Trust

## Subject: English

### **Introduction:**

In Key Stage 3, English courses revolve around reading a variety of novels, plays and poetry to challenge our students and ensure they have base skills and context required to successfully tackle the new curriculum come GCSE English.

### **Course Content:**

#### **20<sup>th</sup> Century Literature – Animal Farm**

Students will study the iconic novel, *Animal Farm*, and use it as a grounds to discuss how novels create meaning, communicate messages and the basic conventions of novels. Students will be challenged with an exam style question about how a character is portrayed throughout the novel.

#### **20<sup>th</sup> Century Literature Genre Study – Fantasy**

Students will study a variety of extracts from famous and established fantasy novels. They will comment on the conventions of the genre. Student will be taught to investigate themes and evaluate how a novel communicates those themes. Student will answer an exam style question based on reading a new extract and commenting on its effectiveness.

#### **Drama Play Text – Hound of the Baskervilles**

Students will read a stage version of the famous *Hound of the Baskervilles*. Students will be expected to comment on the format of playwriting and discuss the use of certain storytelling tropes. Students will complete an exam style task of writing an article about the production.

#### **20/21<sup>st</sup> Century Non-Fiction**

Students will study spread of letters, diaries and autobiographies over the course of the half-term to master the conventions of each genre while learning to write to suit each. After a term of creation and evaluation, students will be given an exam style question where they read a piece and respond in the form of a letter, diary or autobiography.

#### **Shakespeare – The Tempest**

Students will be introduced to Shakespeare through one of his most imaginative and fantastic stories. Students will question the way characters communicate with each other and remark on the writing structure and the symbols in the Bard's work. Students will answer an exam style question based on an extract of the text.

#### **Creative Writing – Prose and Poetry**

Students will be challenged to view the world and the media they consume as both poetry and prose. Students will study their favourite songs and compare them to iconic poems from around the world, looking at specific writing techniques and discuss their impact. Students will then answer an exam style question by creatively writing their own story or poem based on images shown to them.

**Learning Activities and Teaching Approaches:**

Students will create different media presentations throughout Year 7. They will complete multiple stories and poems of their own creation and analyse the works of their favourite performers. Students will put on performances of their own and complete writing tasks that prepare them for their GCSE's.

**Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

**Support:**

Beyond the support of Teaching Assistants and classroom technology, the English department provides a variety of scaffolds, writing frames and intervention for our students to feel successful while building both skills and confidence.

**Extra-curricular Opportunities:**

Between the reading clubs available and leadership positions in the classroom, the English Department offers ways for students to take charge of language mastery and promotes being a well-rounded learner.

## Subject: Maths

### **Introduction:**

In Key Stage 3, Students learn GCSE foundation topics to ensure that they will be ready to start higher GCSE Maths from Year 8. Following GCSE Foundation, Students will fill any gaps on the topics from Primary schools.

### **Course Content:**

Students will study a range of topics including; place value, working with integers, inverse operations, working with fractions, working with money, working with indices, standard form and percentages.

### **Learning Activities and Teaching Approaches:**

Students will learn all the methods for the above topics and will apply them to exam questions. Students will also enhance their understanding by taking part in functional skills projects.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students are supported in very possible way in Academy. Students are provided useful resources to aid their learning. Students are supported by teachers as well as teaching assistants in classrooms. Students are also offered lunchtime support clubs and afterschool homework clubs.

### **Extra-curricular Opportunities**

All students will be taking part in the functional maths project taking place in the last few weeks of the term. Students will be expected to prepare a project which will enhance the use of maths in real life.

## Subject: Science

### **Introduction:**

Year 7 firstly introduces students to safe practice when carrying out experiments in a school laboratory. Students then cover a wide range of short topics covering the key principals of biology, chemistry and physics.

### **Course Content:**

Biology: cells, ecology, reproduction, variation and adaptations.

Chemistry: acids, alkalis, states of matter, chemical changes and the environment.

Physics: forces, electricity and energy.

### **Learning Activities and Teaching Approaches:**

Students will experience a wide range of learning activities in science, where possible practical work is used to support the theory. Students also have opportunity to apply their numeracy and literacy skills to science based tasks.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students can access support throughout the academic year from their class teachers and when appropriate students may be offered intervention to help them progress.

## Subject: Art & Design

### **Introduction:**

The first year of the art mastery curriculum introduces GCSE Assessment Objectives and the extended study expected at that level. It is a practical course which aims to introduce as many techniques and skills as possible which can be developed in subsequent years.

Students will use sketchbooks which will build during the year into the first part of a GCSE portfolio. The four GCSE Assessment Objectives are revisited in each of the nine schemes used throughout Key Stage 3. Each topic begins with Recording real things and Developing understanding through the study of other artists and cultures. Students then begin to explore by refining and experimenting with materials and finally, presenting a final resolved piece which brings together all the research, investigation and development in a meaningful and creative way.

### **Course Content:**

We begin by looking at the Key Elements Line, Tone and Shape using Henry Moore as our chosen artist. We then move on to study Gustav Klimt and his use of Texture, Pattern and Colour. The final term focuses on the work of Henry Moore and self-portraits to develop an awareness of Composition, Space and Form.

### **Learning Activities and Teaching Approaches:**

Although the importance of drawing is always emphasised students will work in a variety of materials and explore a range of techniques from collage, clay work, printing and painting.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students are taught in classes but our emphasis is always on the individual and their own ideas, plans and creativity.

If problems become apparent parents will be contacted about concerns and progress, often by email to give detailed feedback and work to be completed. Sketchbooks and final pieces can be brought to parents evening.

### **Extra-curricular Opportunities:**

All work can be extended, refined and developed beyond expected levels. In fact students must initiate and develop their own investigations to achieve A\* - A. The Key St 3 art club can be used by students to re-do work or to develop their skills. We run an Arts Award session after school which can be an excellent way to build confidence and develop skills.

# Subject: Computing

## **Introduction:**

Year 7 gives students grounding and key skills in the expanding Computing curriculum. Pupils will experience both ICT and Computer Science strands of the new curriculum developing new skills and enhancing those learnt a primary school.

## **Course Content:**

- E-Safety
- Introduction to Python (Programming)
- Scratch (Block Programming)
- PC Basics (Computing Theory)
- Spreadsheets
- Relational Databases
- Mini Project (Based upon topics)

## **Learning Activities and Teaching Approaches:**

We aim to accelerate pupil progress and a love of Computing through active and engaging lessons. Every lesson is centred on key objectives and pupils can monitor their own progress throughout leading to independent learning and self-motivation.

Pupils develop their knowledge and understanding using a range of techniques including group work, practical task and written work.

Pupils will use resource both online, cloud based and more traditional methods such as worksheets. The department prides itself on using the latest technology and resources for teaching to make our learners successful in an ever changing digital age.

## **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## **Support:**

Support and Extra-curricular Opportunities are made available through a “Computing Club” run on a Thursday evening. This is a club open to anyone who wants to improve their Computing skills although pupils may be directed to this if additional intervention is required.

## Subject: Drama

### **Introduction:**

The aim of the Drama lessons in year 7 is to build student confidence in creating and performing Drama. They will learn where Drama started too. They will also learn how to evaluate the Drama they do and see.

### **Course Content:**

Year 7 – Silent Movies ; A Christmas Carol ; Island ; Greek Theatre ; Shakespeare ; Circus.

### **Learning Activities and Teaching Approaches:**

In all years the work of students in Drama involves them working together to create at least one performance per topic, sometimes one per lesson. They will have the opportunity to write scripts for their work too. The students will then have time in groups, to rehearse the scenes or plays created. This will involve them working on specific elements in each topic, for example one might involve looking at focussing the audience's attention whereas the next might be concentrating on the use of space. Once rehearsals are completed, the students then perform their work. Sometimes this is to the whole class, sometimes to some of the class and sometimes to just one other group. This work is then often written about in the form of an evaluation.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning.

Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

In Drama the students are given 3 grades per topic. One is for their creation of work (AO1), one is for their performing of work (AO2) and the other is for their written work (AO3).

### **Extra-curricular Opportunities:**

There is a school play that is open to all year groups for children to take part in.

## Subject: Design Technology

### **Introduction:**

Students experience a carousel of activities covering the theory and practical aspects of working with woods, metals, plastics, systems and control, food products and drawing techniques. Each project involves making a number which is applied to a clock face at the end of the year to create a product showcasing the student's skills and experiences.

### **Course Content:**

**Number 2** – Metal – Students create a number two shaped from aluminium and learn about the working properties, tools and sustainability issues relating to metals.

**Number 4** – Wood – Students create a number four shaped from wood and learn about the working properties, tools and sustainability issues relating to woods.

**Number 6** – CAD and Systems and Control – Students create a number six using computer aided design and complete a simple circuit with an LED to make the number six light up.

**Number 8** – Food – Students learn about basic nutrition and hygiene through theory and making tasks. The number eight is created by taking a photo of the food products.

**Number 10** – Graphics – Students create a number ten by using basic drawing and rendering techniques.

**Number 12** – Plastics – Students create a number twelve shaped from line bent and vacuum formed plastics and learn about the working properties, manufacturing processes and sustainability issues relating to plastics

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning.

Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## Subject: French

### **Introduction:**

In Year 7, all students are prepared for the newly reformed GCSE examinations, which include spontaneous speaking, transactional conversation, reading from a range of texts (including literature), extended writing and translation. Students are expected to develop their language skills to the point where they are able to function in the classroom exclusively in the target language.

### **Course Content:**

Meeting and greeting, school equipment, classroom instructions and routines, age and birthday, colours, family and pets, describing self and others, home life and daily routine, time expressions, ordering food and drink, school subjects and opinions, leisure activities and holiday information. Throughout the year, students will build their confidence in composing sentences, translating short pieces of information and conducting transactional role-plays. They will develop the ability to respond spontaneously in the target language.

### **Learning Activities and Teaching Approaches:**

A variety of teaching and learning methods are used, including: Interactive whiteboard activities, mini whiteboards, question and answer, peer assessment, role play, video and sound recordings, listening exercises, reading from a range of texts (including literature in the target language), translation and language games.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools. All assessments are taken from past GCSE exam papers.

### **Support:**

Support material is available through the school's VLE website: [www.nwvle.net](http://www.nwvle.net)

All students have access to Linguascope and VocabExpress; both provide study materials for revision and independent learning. The teacher will provide the required Username and Password for each of these sites.

### **Extra-curricular Opportunities:**

Where there is sufficient interest and demand, a day-trip, an exchange programme or a residential visit may be offered to students. Students may wish to participate in Languages Leaders, learning how to teach a foreign language to others and participating in Primary School visits to present lessons.

# Subject: Geography

## Introduction:

Geography is about people, places and the environment.

- People - where people live, how they live, and how they interact with their environment
- Places – what different places are like, how and why they are changing, and how they can be looked after for the future
- Environment – what processes are taking place in our environment, why our environment needs to be looked after, and how it can be managed.

In Year 7 Geography the focus is on providing a broad base of knowledge and skills essential for success in Geography, and introducing the range of topics which lead towards the GCSE course.

## Course Content:

Topics studied in Year 7 are as follows:

- My Place – an introduction to the Fens and settlement in the local area
- Geographical skills – introducing atlas and mapwork skills
- Shaping Landscapes – an introduction to landscape processes including weathering and erosion
- Economic Activity – an introduction to types of economic activity and tourism
- Weather and Climate – introducing how we measure and record the weather, and Britain's climate
- Earth and Resources – an introduction to energy and resource issues

## Learning Activities and Teaching Approaches:

Students will undertake a wide range of activities during lessons. These will include:

- A range of written activities, including descriptions and explanations, reports, and newspaper articles
- Responding to various sources including maps, photographs, and video clips
- Presenting information via maps and graphs,
- Group work and decision making activities
- Fieldwork activities and using ICT where possible.

## Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## Support:

In some groups some students work with a teaching assistant to support them during lessons. Additional support outside of lessons can also be offered as appropriate. Speaking Tests are designed to support learning by providing a core of knowledge for each topic studied.

## Subject: History

### **Introduction:**

During Year 7 pupils develop the key skills vital to studying History. We use a topic based approach to develop the pupils' understanding of the chronology of British and World History and answer Historical enquiries about the past. Pupils investigate cause, consequence, change and continuity within British society and the significance of key historical events such as the impact of the Romans and the Norman Conquest. The investigation of the Norman Conquest and the power that the Church had in the Middle Ages enables students to begin to examine the foundation of British culture and the cultural, ethnic and religious diversity that is evident in Britain's heritage. Pupils examine sources and enhance their source skills as they develop their analytical and interpretation skills. At the core of each lesson is development of enabling students to effectively use evidence and communicate about the past.

### **Course Content:**

- What is History?
- Why were the Roman's such empire builders?
- How did William of Normandy become King of England?
- How did William keep control of England?
- Who ruled in the Middle Ages?
- What was life like in the Middle Ages?

### **Learning Activities and Teaching Approaches:**

We stimulate pupils' love of learning and History through active and engaging lessons. Every lesson is centred on a key enquiry question that the pupils spend the lesson investigating. Pupils develop their knowledge and understanding of the past using a range of techniques including group work, play dough, living diagrams and written work. Pupils analyse and investigate sources to broaden their knowledge of the past. Through source analysis of primary and secondary sources pupils develop their enquiring minds and prepare themselves for a future where they are able to think critically about information they have been given. Pupils mature their writing styles with particular focus on utilising historical vocabulary and broadening their terms of expression. There are opportunities for a collaborative approach to improving their written language through peer assessment and developing answers together. The History department strives to advance pupils' analytical and critical abilities so that they progress as independent learners and young adults.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. The assessments focus on source analysis as well as the selection and application of recalled knowledge to answer exam questions.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## Subject: Music

### **Introduction:**

The first year of the music mastery curriculum introduces GCSE Assessment Objectives and the extended study expected at that level. The three Assessment Objectives are:

- Performing skills: performing/realising with technical control, expression and interpretation.
- Composing skills: creating and developing musical ideas with technical control and coherence.
- Listening and appraising skills: analysing and evaluating music using musical terminology.

Music is a practical course which aims to introduce as many skills as possible which can be developed in subsequent years. Lessons are mainly practical, focussing on performing, composing and listening skills.

### **Course Content:**

We begin by looking at the elements of music through the following topic areas:

- Elements of music (Introduction)
- Ensemble work (Ukuleles)
- Keyboards (Major and Minor)
- Composing (Words and Music)
- Chords (The Beatles)
- World Music (Samba)

These topics allow students to explore the sounds of different instruments and learn to play basic pieces.

### **Learning Activities and Teaching Approaches:**

Practical activities are at the heart of music lessons. Students will be involved in individual, paired and group tasks, they work together to create at least one performance per topic, sometimes one per lesson. Students are encouraged to evaluate their own and other's work.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students are taught in classes and our emphasis is always on creativity and participation. If problems become apparent parents will be contacted about concerns and progress, often by email to give detailed feedback and work to be completed. Books will be brought to parent's evening.

### **Extra-curricular Opportunities:**

Opportunities to extend musical understanding are available through our extra-curricular ensembles: Woodwind, Brass, Strings and Jam session (for guitars, drums and piano). We also have an Academy Choir, Orchestra and Concert Band. Students wishing to learn a particular instrument can talk to any of the music department for further information.

## Subject: PSHE

### **Introduction:**

Year 7 PSHE has three strands which pupils study over the course of their first year:

Strand A 'The Wider World' (Personal Identity).

Strand B 'Relationships' (Personal Values).

Strand C 'Healthy Living' (Health).

### **Course Content:**

Careers/Economic and environment understanding/Values/Health/Puberty/Alcohol and Smoking/Influences/Relationships/Beliefs.

### **Learning Activities and Teaching Approaches:**

Pupils learn and undertake activities to achieve the curriculum aims for all young people to become successful learners. By making the learning varied and enjoyable with hands on activities scope is provided for pupils to identify their own values, beliefs and opinions on the various topics discussed. This enables pupils to make progress and achieve confidence, to be able to have safe, healthy and fulfilling lives, and become more responsible citizens to enable them to make a positive contribution to society. This focus allows pupils to analyse and evaluate their strengths and weaknesses.

### **Assessment and Mastery:**

Students are formally assessed once every term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic along with developing their own opinion and recognising that other peoples' opinion matter. Again the results are reported on Go4Schools.

### **Support:**

In some groups pupils have been provided with an LSA to support them during lessons. The option of one on one learning outside of lessons during PPA's and/or lunchtimes can be offered. Support is also provided within the homework as pupils are able to develop their knowledge and opinions.

### **Extra-curricular Opportunities:**

Pupils are encouraged to participate in the various activities provided around and outside of school in order to help them make a difference to their environment.

Careers – talking with others outside of school or within about their career choices.

Community activities within their own village/town.

Various after school clubs (Health).

## Subject: Physical Education

### **Introduction:**

Physical Education is a practical subject with an emphasis on physical activity levels. Pupils will be assessed on both their practical performance as well as their theoretical knowledge in a number of areas. The subject will include a range of activities in both individual and team sports.

### **Course Content:**

Throughout KS3 all pupils will participate in a range of activities covering different areas of the curriculum.

**Dance** – to include a range of dance styles as well as a focus on choreography, self-reflection and self-assessment. **Gymnastics** – to include a range of skills including both floor work and vaulting. A focus will be on technique and self-improvement.

**Games** – a range of games will be covered with a focus on overcoming an opponent. Games will include invasion games (i.e. football and netball), striking and fielding (i.e. cricket and rounders) and net / wall games (i.e. badminton and table tennis). An emphasis will be placed on tactics, strategies and team work in these games.

**Healthy active lifestyles** – pupils will learn how to lead a healthy active lifestyle, there will be a focus on different methods of training with pupils working in different environments including the sports hall, field and progressing to our fitness suite.

**Problem solving / team building** – to include a range of activities with a focus on encouraging team work, building trust and developing skills to solve problems.

**Athletics** – a range of running, throwing and jumping activities will be covered with a focus on both individual and team performance. There will be an emphasis on self-evaluation and improvement throughout this topic.

**Inter-form** – all pupils will be given the opportunity to take part in competitive sport in a non-threatening environment with their peers. These competitions will cover the range of areas identified above.

### **Learning Activities and Teaching Approaches:**

An emphasis will be placed on physical activity levels throughout KS3 physical education. There will be aspects of theory covered relating to knowledge of the sports, methods of fitness and application of the rules. Pupils will be given the opportunity to take on different roles other than performer, these will include coach, umpire and manager. All of these roles will be covered through the use of a sport education teaching approach in some units.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools. All assessments are taken from past GCSE exam papers.



**Support:**

Throughout physical education there are a number of support mechanisms in place to enable all pupils to achieve. Initially the groups are set so that pupils are working with others of a similar ability to allow each lesson to be tailored to their needs. Alongside this, pupils will be invited to extra-curricular clubs to support their learning in lesson.

**Extra-curricular Opportunities:**

Over the year a range of activities are covered in our extensive extra-curricular programme. These include all activities covered in the curriculum as well as other that are not such as boxing. Pupils that attend these extra-curricular clubs will be given the opportunity to represent the school in a range of sporting events. For our top level sports performer we hold a sports-academy which aims to provide ongoing support through our extensive range of partners helping young people to achieve balance between school work and their sporting commitments.

# Subject: Religious Education

## Introduction:

Religious Education is about people's beliefs, what beliefs they have, why they have them and crucially how they show them. Students in Year 7 are encouraged to look at their own beliefs and begin to compare and contrast those with the major faiths. The course is designed to prepare and equip students with the knowledge and skills that can be useful as a stand alone course or as a preparation for GCSE's

## Course Content:

Basic information on the six major religions is developed to include

- Concepts of God- focusing on key words and their implications
- Soteriology- linking the role of the Messiah figure to the concept of Sin
- Worship-examining places of worship and how their design reflect belief
- Prayer-showing the purpose and meaning of prayer, for believers
- Pilgrimage-examining the idea of belief into action
- Pilgrimage project-group project to be taught to the class

## Learning Activities and Teaching Approaches:

Students will undertake a wide range of activities during lessons. These will include:

- A range of written activities, including descriptions and explanations, using written sources
- Group work in a number of topics, with a focus on effective collaboration, development of social interaction and leadership skills
- Debates about student's beliefs and their reactions to topics and real world events.
- Wide range of media used, including video clips and Power Points
- Individual tracking of progress, using solo taxonomy techniques and feedback after marking

## Assessment and Mastery:

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## Support:

In some groups some students work with a teaching assistant to support them during lessons and students are encouraged to support each other to achieve common goals. Additional support outside of lessons can also be offered as appropriate.