



MALET LAMBERT

TRADITIONAL VALUES • CONTEMPORARY ASPIRATIONS • CREATIVE CURIOSITY



CURRICULUM GUIDE 2023/24




Year 7

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Art

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p><u>Architecture.</u></p> 	<p><u>Clay relief work responding to the work on Architecture in the Autumn term.</u></p> 	<p><u>Impression of place.</u></p> 

Main skills developed in Year 7

- Use of a wide variety of materials and techniques
- How to plan, develop and produce a piece of art in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways
- How to use various sources to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to use historical sources as inspiration for contemporary design
- How to link art works to other creative disciplines

How parents can help to support their child's learning

- Provide paper and materials at home so students can regularly produce their own work
- Visit local exhibitions/ cultural events and discuss them
- Encourage them to go the extra mile with presentation and creativity of homework
- Watch relevant documentaries/ programmes relating to art history/ practice
- Have a go yourself!

Computing

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>ICT Essentials</p> <p>Students study the basics of ICT to aid their transition from primary school. They will learn the basic skills required to access ICT facilities at Malet Lambert including the online learning platform: Google Classroom.</p>	<p>Computer Science – What’s inside the box?</p> <p>Students gain an understanding of how computers work, what hardware and software is, input and output devices as well as basic computer architecture. Students explore the way computers carry out instructions through the fetch-decode-execute cycle.</p>	<p>Coding – How are games made?</p> <p>Students study and use a graphical based programming language to identify and create the various components that are common to many games. Through this they develop and understanding of the key aspects of coding techniques. They will then apply what they have learned to create their own game.</p>
<p>Online Safety</p> <p>Students study the key principles of staying safe online, building teaching from primary school. Students will learn how to stay safe on Social Media, how to identify unhealthy use of technology, and how to identify fake news and misinformation.</p>	<p>Digital Graphics – What makes a professional house style?</p> <p>Students research existing web graphics online before then developing their graphic skills using industry standard software to produce a suite of web graphics for a given scenario of their choice.</p>	<p>Cyber Security - How do we keep our data safe?</p> <p>Students will study a range of cyber security risks that affect computers and data. Students will be able to identify individual risks and know how to prevent or defend against them.</p>

Main skills developed in Year 7

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand several key algorithms that reflect computational thinking (for example, ones for sorting and searching); use logical reasoning to compare the utility of alternative algorithms for the same problem
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in

the form of binary digits

- 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
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- 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.
- Understand that getting the balance of technology use right is important to leading a healthy lifestyle.

Use technology securely

How parents can help to support their child's learning

Encourage practicing the skills they learn at school with particular attention to learning to program in different languages by downloading and installing the relevant software which is freely available at no charge. Students will be given the links to the sites where they can find the software for free.

Students will be set homework activities for longer projects which require work to be produced and used in the following lessons.

SMSC and British Values

In KS3 SMSC is addressed through a range of units each year. Each year has a dedicated online safety unit which covers appropriate content to ensure students develop safe practices for using technology and the internet. Through-out a students time in KS3 they will learn about specific computing related legislation, and how technology is changing communities, and society as a whole. There will be opportunities to discuss and working collaboratively in person and using technology to develop socially.

In GCSE Computer Science, SMSC is addressed in the Legal & Ethical unit. Students will learn about, and discuss a wide range of topics surrounding how computers impact society, moral implications of the use of technology, and how technology is changing communities around the world. Topics discussed include: technology's impact on communication, the moral and ethical implications of artificial intelligence, and the technology's impact on community both in the real world and online. Students study computing related legislation including the Copyright, Designs, and Patent Act, The Data Protection Act (2018), and The Computer Misuse Act, and how to use computers legally and responsibly.

Design & Technology

Units taught in Year 7

Pupils will study 5 units of work across 3 rotations in Design & Technology throughout the year.

Year 7 Units

Design & Technology - Food

Pupils are introduced to the safe practices of a kitchen and how to use a range of tools, including oven/hobs accurately and safely. Pupils make fruit salad, fruit crumble, scones and pizza and carry out food science investigations - which begin to explore the functions of ingredients used. They learn about food miles, seasonal produce and how to make healthy food choices.

Design & Technology - Metals

Pupils are introduced to the material area of metals. They will develop theory knowledge of ferrous, non-ferrous and alloys, as well as metal stock forms and uses. Pupils will also begin to develop a range of practical skills using various hand tools in the workshop classroom, with an emphasis on health and safety. They will build cutting and forming and quality control skills in the development of a metal tealight holder.

Design & Technology - Polymers

Pupils will also be introduced to the material area of polymers, developing knowledge on the classifications of thermoplastics and thermoset polymers and understanding of their uses and common types. Pupils will explore a range of polymer manufacturing methods, producing some of their own hands on experiments. They will also be introduced to CAD skills (computer aided design), using computer software.

Design & Technology - Textiles (Fibres and Fabrics)

Pupils will explore the material area of textiles, developing core knowledge of fibres and fabrics both natural and synthetic, as well as the common fabric constructions used in textiles applications. Pupils will also develop skills in sewing machine use and surface printing, for the development of a small wash bag, considering material suitability.

Design & Technology - Design Communication

Pupils are introduced to drawing and design communication, experimenting with technical 3D drawing skills, such as isometric and perspective drawing, as well as rendering and shading skills. Pupils will utilise their developed skills to produce a developed product design idea, considering user needs and requirements.

Main skills developed in Year 7

- Health and safety awareness to navigate a range of practical environments.
- Using a range of machinery and equipment to aid in the production of practical outcomes.
- An understanding of materials we use, and common types and uses.
- Developing and improving independence and confidence in their own skills.
- Self reflection and evaluation skills.
- Drawing and communication skills.
- Developing key vocabulary and technical terminology.



How parents can help to support their child's learning

- Purchasing ingredients for Food Technology practical lessons.
- Supporting pupils with the completion of homework tasks.
- Ensuring pupils follow the health and safety contract.
- Taking an interest in the projects they are involved in, by discussing school work at home.



Drama

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Discovering Drama & Mechanical Minds	The Witches- Exploring Character	The Land of Green Ginger- Storytelling
In the first half-term pupils will explore the basic art of acting and performance as well as developing essential collaborative and creative skills. They will also learn how to apply explorative strategies to make their own engaging and exciting pieces of Drama. In the second half-term, pupils will be introduced to the exciting topic of Mechanical Minds where they will delve into the world of technology and Artificial Intelligence. Pupils will apply their skills to create their own original pieces of Drama.	Students will be learning about Roald Dahl's spooky and exciting characters in this entertaining story. They will learn how to create and portray stereotypical and non-stereotypical characters using more complex acting skills and techniques. Students will refine their ability to work collaboratively while exploring and developing performance scripts.	Students will develop a deeper understanding of genre and style by exploring the work of the exciting and innovative theatre company Kneehigh. Students will explore famous and local folk tales while refining their physical skills to reenact intriguing stories. They will explore a range of storytelling techniques, including Physical Theatre, Soundscape and Puppetry.

Main skills developed in Year 7

- Participate in practical exercises responsibly and confidently by collaborating with their peers
- Explore and experiment in drama activities using a range of acting skills and strategies
- Explore different styles and genres of theatre
- Critically reflect on their own and others work by identifying successes and areas for improvement
- Consider the effect and impact of drama performances

Each of the drama activities used offers opportunities for students to develop their teamwork, focus, energy, character, imagination, language skills, respect, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

How parents can help to support their child's learning

- Encourage your child to talk about what they did in their lessons – to describe the characters they played and the situations their characters experienced
- Watch a film together and then discuss how the storylines have been created and how dramatic tension is built up and relieved
- Encourage them to see live drama – school productions and showcases, local theatre productions
- Encourage your child to participate in extracurricular drama activities

SMSC and British Values

In drama, we support pupils to:

- Develop their skills in: collaboration, communication, concentration, confidence and creativity
- Develop their emotional intelligence and empathy skills
- Develop their independence and self-management skills
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school community and beyond
- Develop their appreciation of and respect for their own and other cultures, through the exploration of drama from different genres and culture

English

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>WRITING: Youth Speaks</p> <p>Write a speech to present a viewpoint</p> <p>Grammar focus: Verbs, nouns, adjectives, adverbs, tense agreement</p>	<p>WRITING: Greek Myths</p> <p>A narrative piece of writing telling a moral tale</p> <p>Grammar focus: Apostrophes, brackets, hyphens, ellipsis</p>	<p>WRITING: Travel Writing</p> <p>Write a review to describe your experiences</p> <p>Grammar focus: Punctuating speech, sentence types, paragraphing</p>
<p>READING: Journey's End</p> <p>An extract from the play based on a theme/character leading into a whole text question</p> <p>Grammar focus: Simple sentences, compound sentences, complex sentences, connectives</p>	<p>READING: Shakespearean Villains (Macbeth)</p> <p>An evaluative question based on a statement about the play</p> <p>Grammar focus: Embedded clauses, connectives, semi-colons, colons</p>	<p>READING: Novel Study</p> <p>An extract from the play based on a theme/character leading into a whole text question</p> <p>Grammar focus: Noun phrases, adjectival phrases, spelling strategies</p>

Main skills developed in Year 7

- Writing, reading and speaking and listening will be assessed throughout the year
- Identifying key themes and characters in texts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing vocabulary
- Key literacy skills
- Speaking and listening
- Organising writing into paragraphs
- Using a range of punctuation
- Developing an understanding of different genres of writing
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Learning how to use PEED (POINT, EVIDENCE, EXPLAIN, DEVELOP) when analysing a text
- Developing an understanding of how to vary sentence structures effectively
- Interpretation of meanings in poetry and the relevance of its structure
- Develop skills in working as part of a group, in pairs and independently

- SPaG

How parents can help to support their child's learning

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Students will be set weekly homework tasks.

Geography

Units taught in Year 7

AUTUMN		SPRING	
<p>Unit 1 What is the place of Hull?</p> <p>Pupils will gain an understanding of what Geography is and learn how Hull is connected with the rest of the world.</p> <p>Map skills will be introduced and pupils will learn how to interpret graphs and annotate photographs.</p>	<p>Unit 2 How does Tanzania compare to the UK?</p> <p>This unit is a synoptic topic that looks at development and inequality in specific locations. There is a combination of human and physical factors that are introduced.</p> <p>Pupils will investigate social and economic development and evolve their comparison skills by contrasting the UK with Tanzania.</p>	<p>Unit 3 How is Hornsea beach made?</p> <p>This unit of work is all about earth systems and how they impact human life. It covers a wide variety of physical processes and pupils gain an understanding of the vast geological timeline.</p> <p>Pupils learn about processes such as erosion and longshore drift and how they impact human life.</p>	<p>Unit 4 Is the world getting richer or poorer?</p> <p>This unit aims to debunk misunderstandings that we have about the world and is based on the book "Factfulness". Pupils will use data to discover that the state of the world isn't as bad as the media makes out and that there have been significant improvements in quality of life all over the globe.</p>
SUMMER			
<p>Unit 5 How does crime vary across Leeds?</p> <p>Pupils will conduct an enquiry into the distribution of crime across Leeds. They will use GIS skills to investigate crime rates across Leeds and identify patterns.</p> <p>Pupils will be introduced to city structure and draw a hypothesis based on their learned knowledge.</p>	<p>Unit 6 How do we use our planet as a natural resource?</p> <p>In this unit pupils will be introduced to ecosystems and how they are exploited by humans.</p> <p>An understanding of what resources humans use and the impacts of extracting those resources will be the focus of this unit.</p>	<p>Unit 7 What issues affect cold environments?</p> <p>This is a synoptic unit which focuses on cold environments. Antarctica will be the area of interest and pupils will study the physical aspects of this delicate ecosystem.</p> <p>Pupils will then go on to study how humans have historically exploited these environments and what can be done in order to protect them.</p>	

Main skills developed in Year 7

Geographical skills:

- Map skills including using atlases, globes, maps at a range of scales, photographs, satellite, images and other geographical data
- Constructing maps and plans at a variety of scales, using graphical techniques to present evidence
- Investigation skills including analysing data, evaluating methods and forming conclusions
- Describing and explaining
- Decision making and enquiry skills
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing

Literacy and numeracy skills:

- Spelling
- Punctuation
- Language analysis
- Analysis of graphs
- Organisation
- Understanding data
- Communication of ideas
- Comparisons and links
- Vocabulary choices

Grammar

How parents can help to support their child's learning

- Encourage your child to watch the news and discuss it
- Encourage your child to read widely including newspapers and websites
- Encourage your child to visit areas of geographical interest such as coasts and upland areas and discuss their formation
- Encourage your child to make sustainable decisions about transportation, food and shopping

SMSC and British Values

Spiritual development within Geography involves students being encouraged to explore sexism, racism and discrimination through the discussion of development and inequality. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in Geography with regards to how governmental or industrial activities impact on residents, employees and the environment. Students are encouraged to explore these concepts and challenge actions that should be taken. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Geography involves students being required to evaluate, comment upon and discuss various moral issues relating to physical processes and human practices. They will do this through the use of observations, gathering of information and studying these processes in a real life setting to support this.

Students are therefore given the opportunity to consider a variety of information relating to controversial issues in order to make valid judgments. Students spend a large proportion of the course investigating social, economic and environmental impacts and come up with solutions on how they can be managed sustainably. Students also draw upon their own knowledge to distinguish between what is right and wrong.

Social development within Geography involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact the human and physical world. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Geography involves students being given the chance to look at the changes within society and how they may impact on different cultures. Students are encouraged to explore the impact of migration within the UK and elsewhere in the world and the impact this has on culture.

History

History Themes - BIG STORIES that we develop throughout KS3:

- Power and control
- Lives of ordinary people
- History that is local to us in Hull
- Britain's place in the world

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p>KS2 Bridging Unit: How do we make sense of History?</p> <ul style="list-style-type: none"> - Speaking and writing like a historian - Understanding chronology - Using sources to reveal the past - The role of the historian - Is history dangerous? <p>How did migrants change Britain before 1066?</p> <ul style="list-style-type: none"> - Stone, Bronze & Iron Age Britain - Impact of the Romans - Impact of Anglo-Saxons & Vikings 	<p>What mattered to medieval people, 1066-1500?</p> <ul style="list-style-type: none"> - Christianity and the role of the Church - A diverse society in medieval England - The Crusades - Identity: Wales & Scotland - Countryside: Lords and peasants - Town life - Medieval medicine - The Black Death 1348-51 - Local History: Medieval Hull - did life reflect the national narrative? 	<p>Do the Tudors deserve to be called 'Terrible'?</p> <ul style="list-style-type: none"> - Wars of the Roses and emergence of Henry VII - Renaissance Europe - Reformation & Martin Luther - Henry VIII's Great Matter - Turmoil under Edward & Mary - Elizabeth I - Golden Age?
<p>Why were the Normans able to conquer England after 1066?</p> <ul style="list-style-type: none"> - Invasions of 1066 - Battle of Hastings - Anglo-Saxon rebellions - Feudal system - Castles - Harrying of the North - Domesday Book - Norman legacy 	<p>Who really held the power in the medieval period, 1066-1500?</p> <ul style="list-style-type: none"> - Medieval kingship - Powerful women - King John and the Magna Carta - Henry II and Thomas Becket - Peasants' Revolt - Medieval power elsewhere - The Islamic Empire; African kingdoms & Mansa Musa 	<p>How did Tudor turmoil affect the people of England?</p> <ul style="list-style-type: none"> - Impact of Reformation - Local History: Pilgrimage of Grace - Changing towns - Powerful women - Bess of Hardwick - Black Tudors - Explorers & the New World <p>Local Site Study Hull Castle and the city walls</p>

Main disciplinary skills developed in Year 7

- Chronology
- Knowledge and understanding
- Explanation of causes and consequences
- Significance
- Source enquiry

Interpretations of history

Mathematics

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<u>Unit 1: Essential Number</u> Place value Properties of numbers Order of operations Fractions Rounding and estimating Powers and roots Introduction to standard form	<u>Unit 3: Ratio and Proportion</u> Maps and scale Working with ratio Percentages Percentage change	<u>Unit 5: Handling Data</u> Collecting data Displaying data Averages Scatter Graphs
<u>Unit 2: Essential Algebra</u> Simplifying Algebraic expressions Substitution Solving linear equations	<u>Unit 4: 2D Shape</u> Area and perimeter Properties of 2D shapes Transformations	

Main skills developed in Year 7

- Apply the four operations including decimals and order of operations
- Add, subtract multiply and divide fractions and mixed numbers
- Calculate percentages of amounts and percentage change
- Manipulate algebraic expressions
- Expanding and factorising expressions
- Solve equations
- Divide a quantity into a given ratio
- Collect and analyse data
- Calculate perimeter and area of 2D shapes

How parents can help to support their child's learning

- Ensure that your child is always equipped with a pen, pencil, ruler and calculator
- Encourage the need for meeting homework deadlines

- Encourage the need for revision to consolidate the topics taught within their maths lesson

MFL - French

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Moi, ma famille et copains My, my family and friends	L'école School	Les passe-temps Free time
Discussing French speaking regions Introducing yourself Learning numbers, months and saying your age Describing your appearance Describing others and their appearance Describing your personality Talking about family members and friends Describing how long you have known your friends for	Talking about what you study Describing your school and teachers Giving opinions and reasons as to why you like certain subjects Using comparisons to compare and contrast English and Spanish schools Describing school rules Discussing timetables and telling the time Describing extra-curricular activities	Saying what you like to do in your free time Talking about sports Giving your opinion about different hobbies and activities Talking about French music and musicians Saying what you are going to do in the future Using two tenses together Developing pronunciation, literacy and linguistic skills to prepare for Year 8

Main skills developed in Year 7

- Establishing key sound-spelling links to help pronunciation of the new language
- Memory strategies to enable effective learning of the new language
- Understanding verbs endings to support their knowledge of the present tense
- Speaking and listening skills to support progression through to Key Stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the immediate future tense
- Understanding translation skills into both languages (French and English)
- Developing skills to speak spontaneously in French
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo

How parents can help to support their child's learning

- Encourage vocabulary learning at home by using look/say, cover, write, check technique.
- Encourage the use of Languagenut to embed topic specific vocabulary and practice listening and reading skills.
- Check pupil planners regularly to ensure you can see what their homework is in French and that this is being completed each week. Language homework is set online on www.languagenut.com and typically consists of learning vocabulary, practicing grammar and phonics and completing short listening and reading activities.
- Using www.wordreference.com to check any unknown words with your child.
- Encourage your child to listen to French music and watch films at home in French.

MFL - Spanish

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Voy a presentarme Introducing myself	Mi insti My school	Los pasatiempos Hobbies
Greetings and introducing yourself Using the verb 'tener- to have' and learning numbers Personal information- birthdays, age, dates and months Understanding key grammar concepts Talking about your family and pets Describing yourself and others in your family Describing where you live Develop creative writing in Spanish	Talking about what you study Describing your school and teachers Giving opinions and reasons as to why you like certain subjects Using comparisons to compare and contrast English and Spanish schools Describing school rules Discussing timetables and telling the time Describing extra-curricular activities	Saying what you like to do in your free time Talking about sports Giving your opinion about different hobbies and activities Learning about famous Hispanic sports stars Talking about Spanish music and musicians Saying what you are going to do in the future Using two tenses together Developing pronunciation, literacy and linguistic skills to prepare for Year 8

Main skills developed in Year 7

- Establishing key sound-spelling links to help pronunciation of the new language
- Memory strategies to enable effective learning of the new language
- Understanding when and how to use a Spanish dictionary to develop independence in creative writing
- Understanding verbs endings to support their knowledge of the present tense
- Speaking and listening skills to support progression through to key stage four
- Reading and writing skills
- Using a range of connectives and openers to make writing more interesting
- Using adjectives to describe, and intensifiers to make descriptions more interesting
- Developing personal opinions
- Using the immediate future tense
- Understanding translation skills into both languages (Spanish and English)
- Developing skills to speak spontaneously in Spanish
- Producing and understanding role-plays
- Developing key structures to allow pupils to talk about any photo

How parents can help to support their child's learning:

- Encourage vocabulary learning at home by using look/say, cover, write, check technique.
- Encourage the use of Linguagenut to embed topic specific vocabulary and practice listening and reading skills.
- Check pupil planners regularly to ensure you can see what their homework is and that this is being completed each week. Language homework is set online on www.languagenut.com and typically consists of learning vocabulary, practicing grammar and phonics and completing short listening and reading activities.
- Using www.wordreference.com to check any unknown words with your child.
- Encourage your child to listen to Spanish music and watch films at home in Spanish.

Music

Units taught in Year 7

AUTUMN	SPRING	SUMMER
Pitch and Rhythm Pupils will learn about the musical elements of pitch and rhythm. They will learn how to read pitch from the stave and how to interpret pitch when performing from musical notation. They will also learn about note durations and how these are notated. This unit will equip pupils with the knowledge required to start taking an active role in music making.	Timbre and Instrumentation Pupils will explore timbre and instrumentation through orchestral music, popular and rock, and world music. They will build an awareness of a wide range of musical instruments and vocal timbres, and how these can be combined to create different musical effects.	Harmony and Texture During this unit, pupils will learn about creating harmony through the use of chords, and the textures of monophony, unison, and homophony. Pupils will explore these musical concepts through listening, performance and composition.

Main skills developed in Year 7

- Basic music reading – treble clef
- Basic performance skills – instrumental and vocal, solo and ensemble
- Basic composition skills - composing short melodies and rhythmic patterns, composing simple chord progressions
- Listening, analysis, and discussion of a range of music from different genres and historical periods
- The elements of music – pitch, rhythm, timbre, harmony and texture
- Secure understanding of related musical vocabulary

How parents can help to support their child's learning

- Encourage participation in extra-curricular activities
- Encourage exposure to a wide range of musical genres, including contemporary popular music
- Monitor and encourage the completion of homework activities

We provide the following extra-curricular clubs

- Choir
- Wind Band
- Percussion Ensemble
- String Group
- Guitar Jam Club
- Keyboard Club
- **Instrumental lessons on a wide variety of orchestral and popular instruments (charges apply). Please contact Mrs Wilkinson if your child is interested in learning to play a musical instrument**

Personal, Social, Health & Economic Education (PSHE), Relationships and Sex Education (RSE)

From September 2020-2021 PSHE will be a timetabled lesson, delivered once a week at KS3 and once a fortnight at KS4. Lessons will allow students to synthesise what they have learnt across the subjects and develop the skills needed to put this learning into practise outside of, or beyond, school. We will focus on six main topics: identity and equality, relationships and sex education, safety offline and online, careers, health and wellbeing, and contributing to the community. This work will allow students to take ownership of their own identity or decision-making, and empower them to become leaders within the school or their local and national communities.

Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p><u>Identity and Diversity</u> What are the British Values and how far do we think Modern Britain reflects who we are?</p>	<p><u>Safety online and offline</u> What risks might we come across in life? What do we need to be aware of? Including bullying and trolling</p>	<p><u>Health and wellbeing</u> How we can maintain our physical and mental health through periods of stress, and pressure? Including puberty and hygiene</p>
<p><u>Relationships Education</u> What are the signs of a healthy, platonic relationship and how can we communicate effectively within one?</p>	<p><u>Careers</u> What are we really good or passionate about in life and how can we turn that into a career?</p>	<p><u>Contributing to our community</u> How could we become more involved in the community around us, including the political system and activism?</p>

Main skills developed in Year 7

- Acquisition of information on a range of health issues that are relevant to age, maturity and understanding
- The development of emotional and social skills, including skills for learning, achieving, managing change and looking after health
- The exploration and clarification of values and beliefs, including respect, morality and an understanding of cultural diversity
- Developing a range of personal, listening and thinking skills within a variety of contexts
- Selecting evidence to support views
- Collating information from a range of sources
- Developing relevant and specific vocabulary
- Talking and listening with peers
- Organising views into structured pieces of writing

How parents can help to support their child's learning

- Encourage discussions about local and national issues with your child.

Physical Education

Units taught in Year 7

Over the school year we will cover the following sports, dependent on gender. Each term, we will focus on improving the necessary skills needed to perform well and progress in that type of sport, along with general fitness and stamina training, and healthy living awareness.

The department chooses to offer a wide variety of activities to ensure that students are challenged to develop a diverse skill set. During lessons, practical skills are backed up with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education or Sports Studies in KS4.

AUTUMN	SPRING	SUMMER
Boys: Rugby, Football, Basketball, Fitness, Table Tennis, Badminton & Handball. Girls: Netball, Football, Rugby, Fitness, Basketball, Table Tennis and Badminton.		Boys: Cricket, Athletics, Softball Girls: Rounders, Athletics

Main skills developed in Year 7

- Basic motor skills
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of how to improve fitness levels

How parents can help to support their child's learning

- Encourage active healthy lifestyle and balanced diet
- Encourage your child to take part in extra curricular activities
- Encourage them to take part in sporting activities outside school
- Encourage your son/daughter to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

Religious Studies

Units taught in Year 7

AUTUMN	SPRING	SUMMER
KS2 Bridging Unit: What influences your view?	What does it mean to be Jewish? Focus: Practices and ethics	What does it mean to be Christian? Focus: Practices and ethics
What does it mean to be Jewish? Focus: Beliefs and teachings	What does it mean to be Christian? Focus: Beliefs and teachings	What does it mean to be Muslim? Focus: Beliefs, practices and ethics

Main skills developed in Year 7

- Describing key religious beliefs and practices of the Abrahamic faiths
- Explaining the significance of religious beliefs and practices, both across the world and in modern Britain
- Identifying and explaining similarities and differences between the Abrahamic faiths
- Personal development - considering own beliefs and opinions, and an understanding of social, cultural and religious practices that are different from one's own.
- Empathy and respect
- Communication skills
- Literacy skills

How parents can help to support their child's learning

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy with others

Science

Units taught in Year 7

Autumn	Spring	Summer
Cells Pupils will study the structure of plant and animal cells, including specialised cells. They will also examine cells under the microscopes	Atoms, Elements & Compounds Pupils will study atoms, elements and the compounds they form. Pupils will learn about the conservation of mass when elements join to form compounds	Separating Mixtures Pupils will look at various ways of separating mixtures such as filtration, distillation and chromatography
The Particle Model Pupils will learn about the arrangement of particles in solids, liquids and gases and use this knowledge to explain their resulting properties	Introduction to Electricity Pupils will be introduced to electrical circuits including common circuit symbols and how to create series and parallel circuits. Pupils will also investigate current and potential difference in these circuits	Forces and Motion Pupils will learn about a variety of forces and their impact on motion. Pupils will study gravity and weight, speed and acceleration
Introduction to Energy Pupils will be introduced to the various energy stores and transfers. Pupils will look specifically at the transfer of thermal energy.		Relationships in Ecosystems Pupils will study the delicate balance of ecosystems and learn about food webs, competition, adaptations and predator-prey relationships
Systems Pupils will find out about the different systems of the body and how organs work together to perform various processes such as digestion and gas exchange	Reproduction Pupils will learn about both the male and female reproductive systems. Pupils will also study the menstrual system, fertilisation and pregnancy	

Main skills developed in Year 7

- How to correctly use scientific equipment to produce valid results from an investigation
- How to plan and carry out scientific investigations
- How to work safely in a science laboratory
- Recording and presenting results accurately and in a useful way (e.g. using graphs)
- Embed a basic understanding of key scientific knowledge
- Developing key vocabulary

How parents can help to support their child's learning

- Discuss science related topics in the news
- Encourage pupils to look back at learning from previous topics and years (retrieval practice)
- Encourage pupils to fully engage with their regular homework activities
- Encourage pupils to use revision guides or online revision tools to support learning and revision.



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