

Year 7

Curriculum content and key assessments



Year 7 Core Course

Art

	Content	Assessment
Term 1	<p>Baseline Assessment</p> <ul style="list-style-type: none"> • Explore the 'Elements of Art'. • Create colour wheel using primary colours. • Observational shoe drawing. <p>Tinga Tinga Art</p> <ul style="list-style-type: none"> • Understand how to analyse an artist and construct an artist page. • To be able to use a range of pencil skills to create an observational pencil drawing. • To be confidently use the technique of watercolour blending to create a Tinga Tinga inspired outcome. • Design own work in the style of the artist. 	<p>Assessment 1 (Realistic observational drawing)</p> <p>Assessment 2 (Tinga Tinga Giraffe)</p>
Term 2	<p>Tinga Tinga Art (continued)</p> <ul style="list-style-type: none"> • To create an outcome in the style of Tinga Tinga Art. <p>Landscapes</p> <ul style="list-style-type: none"> • Working effectively in the style of the artists Van Gogh and Hundertwasser to create their own personalized outcomes. • Draw an accurate landscape using pencil. 	<p>Assessment 3 (Tinga Tinga final piece)</p> <p>Assessment 4 (Van Gogh Starry Night: Realistic landscape observational drawing)</p>
Term 3	<p>Landscapes (continued)</p> <ul style="list-style-type: none"> • Explore was resist technique, oil pastels and collage. • Design a landscape from own photograph. • Developing their art skills across a range of material areas to construct personalized landscape outcomes. 	<p>Assessment 5 (Pencil landscape drawing)</p> <p>Assessment 6 (Landscapes final piece)</p>



Year 7 Core Course

Computer Science

	Content	Assessment
Term 1	<p>Getting Started in Computing</p> <ul style="list-style-type: none"> • Sensible working. • Email. • Word processing techniques. • Input and output devices. • Parts inside a computer. • Software and file types. • Networks. • How the internet works. <p>E-Safety</p> <ul style="list-style-type: none"> • Cyber bullying. • Social networking. • Viruses and illegal activity. • Creating a website. 	Assessment during practical work
Term 2	<p>Drawing in Code</p> <ul style="list-style-type: none"> • Creating basic shapes. • Loops and procedures. • Using colour. • Creating personalised images. <p>Photoshop</p> <ul style="list-style-type: none"> • Using Adobe Photoshop. • Sourcing and editing images. • Creating bitmap and vector graphics. • Exporting a print-safe product. 	Assessment during practical work
Term 3	<p>Spreadsheets</p> <ul style="list-style-type: none"> • Using Excel. • Basic mathematical functions. • Creating business models. • Generating random numbers. <p>Games Design with Kodu</p> <ul style="list-style-type: none"> • Sprite movement. • Interacting with objects. • Paths and scoring. • World-building (landscapes, water, and health). • Creating a Game. • Designing a game box. • Desktop publishing tools. 	Assessment during practical work



Year 7 Core Course

Dance

	Content	Assessment
Term 1	Dance Around the World <ul style="list-style-type: none"> • Capoeira. • Haka. • Lindy Hop. • Bollywood. • Physical skills. 	Assessment 1 (Performance and evaluation)
Term 2	Dance Technique <ul style="list-style-type: none"> • Contemporary. • Jazz. • Street Dance. • Performance skills. Choreography <ul style="list-style-type: none"> • Stimulus and motif • Choreographic devices 	Assessment 2 (Performance and evaluation)
Term 3	Mad Hatters Tea Party <ul style="list-style-type: none"> • Dance appreciation • Creating choreography • Technical skills Bugsy Malone <ul style="list-style-type: none"> • Unison • Formations • Performance skills and expressive skills. 	Assessment 3 (Performance and evaluation)



Year 7 Core Course

Drama

	Content	Assessment
Term 1	<p>Baseline assessment preparation</p> <p>Physical Comedy</p> <ul style="list-style-type: none"> • Slapstick/Farce. • Mime. • Exaggeration/Reactions. 	<p>Assessment 1 (Baseline assessment)</p> <p>Assessment 2 (Physical comedy)</p>
Term 2	<p>Physical Theatre</p> <ul style="list-style-type: none"> • Storytelling. • Narration. • Physicality and Movement. <p>Roald Dahl</p> <ul style="list-style-type: none"> • Characterisation and Status. • Physicality and Voice. • Script Work - Blocking, Proxemics, Levels, etc. 	<p>Assessment 3 (Physical Theatre)</p> <p>Assessment 4 (Roald Dahl)</p>
Term 3	<p>The Island</p> <ul style="list-style-type: none"> • Empathy/Morality. • Exploration of Dramatic Devices. • Devising Alternative Endings. <p>Bugsy Malone</p> <ul style="list-style-type: none"> • Fast paced scripted comedy. • American accents. • Characterisation and Creative Blocking. 	<p>Assessment 5 (The Island)</p> <p>Assessment 6 (Bugsy Malone)</p>



Year 7 Core Course

English

	Content	Assessment
Term 1	<p>Transition Unit: Introducing the essential skills of reading for meaning and inference. Also, planning and writing a morality story.</p> <p>Poetry Writing and Transformations: Studying poetry over time and across cultures. Also, writing poems and transforming poems into other genres.</p> <p>Study of a novel - one from:</p> <ul style="list-style-type: none"> • <i>A Christmas Carol</i> by Charles Dickens. • <i>Harry Potter (Philosopher's Stone)</i> by JK Rowling. • <i>A Monster Calls</i> by Patrick Ness. • <i>Wolf Brother</i> by Michelle Paver. • <i>Smart</i> by Kim Slater. • <i>The Soup Movement</i> by Ben Davies. <p>Focusing on appreciating the author's craft in relation to:</p> <ul style="list-style-type: none"> • Plot and character development. • Use of setting and atmosphere for effect. • Contextual links. <p>Creative Writing - Adventure: Studying fiction writing with an adventure theme. Texts used are taken from different cultures and time periods.</p> <p>Library session (all year): Promoting reading for pleasure and partaking in the Accelerated Reader programme, one lesson per fortnight.</p>	<p>Assessment 1 Effort assessment (Presentation of morality story plan)</p> <p>Assessment 2 SPAG Knowledge (Multiple choice)</p> <p>Assessment 3 Novel Knowledge (Multiple choice, covering novel's events and characters)</p> <p>Assessment 4 Creative Writing assessment (Personal Response - creative writing (to describe))</p>
Term 2	<p>Study of a novel - continued</p> <p>Viewpoint Reading and Writing - Heroes: Exploring writers' viewpoints in non-fiction texts, using texts linked by the topic of Heroes. Analysing ways in which writers use language and structure to achieve specific effects.</p> <p>Library session - as above</p>	<p>Assessment 5 Reading (Personal Response to an extract from the novel)</p>
Term 3	<p>Shakespeare Live! and reading <i>Romeo and Juliet</i>: Exploring the context for the play, before discussing its main themes and ideas whilst reading. Considering the play in performance.</p> <p>Viewpoint Reading and Writing - Our Future World: Studying fiction and non-fiction texts linked by the concept of our future. Extending viewpoint writing skills not previously covered.</p> <p>Library session - as above</p>	<p>Assessment 6 Shakespeare Knowledge (Multiple choice, covering play's events and characters)</p> <p>Assessment 7 SPAG Knowledge (Multiple choice)</p> <p>Assessment 8 Viewpoint Writing (Personal Response)</p>



Year 7 Core Course

Ethics and Philosophy

	Content	Assessment
Term 1	<p>Introduction to Ethics and Philosophy</p> <ul style="list-style-type: none"> • Introduction to the Badduns. • What is religion? • What does it mean to be religious? • Putting faith into practice. • Religious memorials. • Religious buildings. <p>Judaism</p> <ul style="list-style-type: none"> • Introduction of Judaism. • What makes someone Jewish? • What is the Shabbat? • What is the Bar Mitzvah? • Moses. • The Synagogue. 	<p>Assessment 1 (Introduction to Ethics and Philosophy test)</p>
Term 2	<p>Life of Jesus</p> <ul style="list-style-type: none"> • Who was Jesus? • Teachings of Jesus. • Miracles. • Death of Jesus. • Resurrection of Jesus. • The parables of Jesus. <p>Islam</p> <ul style="list-style-type: none"> • Introduction to Islam. • Branches of Islam. • Muhammed. • The Pillars of Islam. • The Qur'an. • Hajj. 	<p>Assessment 2 (Life of Jesus test)</p> <p>Assessment 3 (Islam test)</p>
Term 3	<p>Festivals</p> <ul style="list-style-type: none"> • Advent. • Diwali. • Hanukkah. • Easter. • Vasahki. • Holi. • Create your own festival. <p>Sikhism</p> <ul style="list-style-type: none"> • Introduction to Sikhism. • Guru Nanak. • The Gurdwara. • Sewa. • Indian culture. 	



Year 7 Core Course

Geography

	Content	Assessment
Term 1	<p>Extreme Environments</p> <ul style="list-style-type: none"> • Introducing geography. • What is longitude & latitude? • What is an extreme environment? • How does life survive in the desert? • How can life survive in the arctic? <p>Map Skills</p> <ul style="list-style-type: none"> • What are OS map symbols? • How do I use 4 & 6 figure grid references? • How do I work out height on a map? • How do I know the direction, scale, and distance on a map? • Map skills revision. • Map skills testing. 	<p>Assessment 1 (Cumulative test)</p>
Term 2	<p>Coasts</p> <ul style="list-style-type: none"> • Why are coasts important? • How are coastal features formed? • How has longshore drift created spurn head? • What challenges does coastal erosion create in Happisburgh, Norfolk? • How can we protect our coasts? <p>Sustainable Citizens</p> <ul style="list-style-type: none"> • Is climate change my problem? • Is all plastic bad? • Is my dress a bargain? • How is my dinner changing the climate? • Should I really say it with flowers? • Is the environment my responsibility? 	<p>Assessment 2 (Cumulative test)</p>
Term 3	<p>Environmental Investigation</p> <ul style="list-style-type: none"> • Mood mapping the school. • Designing an environmental investigation. • Carrying out the investigation. • Processing data. • Explaining the results of my data. • Writing my environmental report. <p>Decision Making in Kirkby</p> <ul style="list-style-type: none"> • What is Kirkby like? • Location, location, location. • How can Kirkby be regenerated? • Presenting your regeneration plan of Kirkby. 	<p>Assessment 3 (Cumulative test)</p>



Year 7 Core Course

History

	Content	Assessment
Term 1	<p>Pre 1066/Normans</p> <ul style="list-style-type: none"> • Impact of the Romans and Vikings on Britain. • Alfred the Great. • The Battle of Hastings. • King William's control of England. • Castles. 	<p>Assessment 1 (All of term 1- Pre 1066 and Normans unit)</p>
Term 2	<p>Troubles in Medieval England/The Tudors</p> <ul style="list-style-type: none"> • The role of the Church in medieval life. • The murder of Thomas Becket. • King John and the Magna Carta. • Black Death/Peasants Revolt. • Medieval women- Matilda. • Robin Hood. • Princes in the Tower. • Reformation. • Catholics and Protestants. • Plots against Elizabeth. • Tudor exploration and Roanoke. • The Gunpowder Plot. 	<p>Assessment 2 (Knowledge recall on term 1 content and Troubles in Medieval England unit)</p>
Term 3	<p>The Stuarts and Empire and Slavery</p> <ul style="list-style-type: none"> • Causes and events of the English Civil War • Outcomes of the English Civil War and its impact on England. • Restoration of the monarchy. • Malian Empire. • Benin Empire / Bronze heads of Benin. • Transatlantic trade. • The underground railway- resistance. • Abolition. 	<p>Assessment 3 (Knowledge recall on terms 1 and 2 and the Stuarts unit.)</p>



Year 7 Core Course

Languages

	Content	Assessment
Term 1	<p>Talking about Oneself and Others</p> <ul style="list-style-type: none"> • Numbers. • Colours. • Family. • Personality. • Appearance. • Likes/dislikes. • Foods. <p>Free Tie and Opinions</p> <ul style="list-style-type: none"> • Morning routine. • Sports. • Free time. • Comparing and contrasting. • Places in a town. 	<p>Assessment 1 (Speaking assessment: Photo card)</p>
Term 2	<p>School and Subjects</p> <ul style="list-style-type: none"> • Facilities. • Opinions and reasons. • Subjects. • Time. • Teachers. <p>House and Town</p> <ul style="list-style-type: none"> • House and home. • Rooms. • Directions. • Places to go to. • Activities to do there. 	<p>Assessment 2 (Writing assessment: Question, translation, and photo card)</p>
Term 3	<p>Holidays and Activities</p> <ul style="list-style-type: none"> • Making plans. • Countries. • Future tense. • Ordering food and drink. • Free time/technology. • Online activities. <p>Cultural Topic</p> <ul style="list-style-type: none"> • Booklet covering all elements of Year 7. 	<p>Assessment 3 (Multi skills assessment: Listening, Reading and Translation)</p>



Year 7 Core Course

Maths

	Content	Assessment
Term 1	<p>Place value, Addition and Subtraction</p> <ul style="list-style-type: none"> • Negative numbers. • Place value. • Written methods. • Perimeter. • Algebraic manipulation. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Mental methods. • Factors and multiples. • Negatives. • Powers of 10. • Written methods. • Area. • Statistical measures. 	<p>Entry assessment (Old SATS questions to assess prior knowledge)</p> <p>Assessment 1 (Cumulative assessment)</p>
Term 2	<p>Angles</p> <ul style="list-style-type: none"> • Compass directions. • Using a protractor. • Properties of shapes. • Angle facts. <p>Fractions</p> <ul style="list-style-type: none"> • Understanding fractions. • Arithmetic with fractions. 	<p>Assessment 2 (Cumulative assessment)</p>
Term 3	<p>Percentages and Proportion</p> <ul style="list-style-type: none"> • FDP equivalence. • Written percentage calculations. • Percentage calculations with calculators. <p>Sequences</p> <ul style="list-style-type: none"> • Sequence introduction. • Special sequences. • Substitution. • The N^{th} term. 	<p>Assessment 3 (TTCT Maths Assessment)</p>



Year 7 Core Course

Music

	Content	Assessment
Term 1	<p>Samba Performance</p> <ul style="list-style-type: none"> • Learning about Samba music. • Exploring Samba music using authentic instruments. • Participation in whole class workshops. • Developing ensemble skills. <p>Keyboard Performance</p> <ul style="list-style-type: none"> • Learning to read music notation. • Learning to play the piano/keyboard. • Developing a solo performance. 	<p>Assessment 1 (Self-assessment of class Performance)</p>
Term 2	<p>Keyboard Performance</p> <ul style="list-style-type: none"> • Learning to read music notation. • Learning to play the piano/keyboard. • Developing a solo performance. <p>Ukulele skills</p> <ul style="list-style-type: none"> • Learning how to read chord charts. • Learning how to read TAB notation. • Developing a solo ukulele performance 	<p>Assessment 2 (Keyboard performance)</p> <p>Assessment 3 (Self-assessment of ukulele skills)</p>
Term 3	<p>Rap Composition</p> <ul style="list-style-type: none"> • Learning about Rap music. • How to write good Rap lyrics. • Creating a suitable backing track to accompany your Rap. • Performing your Rap. 	<p>Assessment 4 (Rap performance)</p>



Year 7 Core Course

Personal Development Education

	Content	Assessment
Term 1	<p>New Beginnings</p> <ul style="list-style-type: none"> • Getting to know others. • Making friends. • First impressions. • Stress. • Peer pressure. <p>Anti-Bullying</p> <ul style="list-style-type: none"> • Identifying types of bullying. • Exploring why people bully. • The impact of bullying. • Cyber bullying. • Reporting bullying. 	
Term 2	<p>Our British Community</p> <ul style="list-style-type: none"> • What makes a positive community? • Equality and diversity. • Acceptance and respect. • Pride. • Threats to the community. <p>Drugs and Health</p> <ul style="list-style-type: none"> • Identifying healthy lifestyles. • Eating disorders. • Smoking and drugs. 	
Term 3	<p>Careers Education</p> <ul style="list-style-type: none"> • Learning styles. • Target setting. • Assessing your individual skills and strengths. • Exploring different jobs. <p>Sex and Relationships</p> <ul style="list-style-type: none"> • Puberty. • Body image. • Raising self-esteem. • Healthy relationships. • Recognising appropriate contact and conduct. 	



Year 7 Core Course

Physical Education

	Content	Assessment
Term 1	<p>Introduction and basic skills. A period for students to experience new sports and understand new techniques. A 4-week rotation of the following activities.</p> <ul style="list-style-type: none"> • Athletics • Rugby • Football • Swimming / Fitness • Badminton / Table Tennis • Handball • Gymnastics • Netball 	<p>Assessment 1 (Practical)</p> <p>Assessment 2 (Practical)</p>
Term 2	<p>Introduction and basic skills. A period for students to experience new sports and understand new techniques. A 4-week rotation of the following activities.</p> <ul style="list-style-type: none"> • Rugby • Football • Swimming / Fitness • Badminton / Table Tennis • Handball • Gymnastics • Netball 	<p>Assessment 3 (Practical)</p> <p>Assessment 4 (Practical)</p>
Term 3	<p>Introduction and basic skills. A period for students to experience new sports and understand new techniques. A 4-week rotation of the following activities.</p> <p>As term 2 plus</p> <ul style="list-style-type: none"> • Striking and Fielding cricket / softball / rounders 	<p>Assessment 5 (Practical)</p> <p>Assessment 6 (Practical)</p>



Year 7 Core Course

Science

	Content	Assessment
Term 1	<p>Cells</p> <ul style="list-style-type: none"> Plant and animal cells. Observing cells. Specialised cells. Movement of substances. Bacterial cells. <p>Particles</p> <ul style="list-style-type: none"> Fundamentals of the particle model. Changes of state. Diffusion, gas pressure. <p>Forces</p> <ul style="list-style-type: none"> Introduction to forces. Force and extension, squashing and stretching. Drag forces and friction. Forces at a distance. Newton's 2nd law. Balanced and unbalanced forces, resolving forces. 	<p>Assessment 1 (Term 1 content test)</p>
Term 2	<p>Structure and function of the body</p> <ul style="list-style-type: none"> Levels of organisation. Fundamentals of gas exchange, breathing. The skeleton; joints and muscles. <p>Elements and reactions</p> <ul style="list-style-type: none"> Atoms; elements and compounds. Chemical formula, reactions, and word equations. Conservation of mass in reactions. Burning fuels. Thermal decomposition. <p>Energy</p> <ul style="list-style-type: none"> Conservation of energy Conduction, insulation, convection, and radiation. Reducing energy loss. Energy resources, energy, and power. Work, energy, and machines. 	<p>Assessment 2 (Term 2 content test)</p>
Term 3	<p>Reproduction</p> <ul style="list-style-type: none"> Adolescence and puberty. Fertilisation, implantation, IVF, foetal development. The menstrual cycle. Plant reproduction, seed dispersal. <p>Acids and alkalis</p> <ul style="list-style-type: none"> Acids and alkalis; indicators and pH, making an indicator. Neutralising and naming salts, making salts. <p>Space</p> <ul style="list-style-type: none"> The night sky, the solar system. The Earth and moon. Technology in space. 	<p>Assessment 3 (Term 3 content test)</p>



Year 7 Core Course

Technology-DT

	Content	Assessment
Term 1	Project 1 - Blister Pack <ul style="list-style-type: none"> • Introduction to health and safety. • Graphic design. • Product analysis. • Design and make a blister pack. • Typography. • Vacuum forming. • Environmental issues. 	Assessment 1 (Project 1 practical) Assessment 2 (Project 1 test)
Term 1/2	Project 2 - Puzzling Designs <ul style="list-style-type: none"> • Workshop health & safety (working with wood). • Designing and making a wooden box and acrylic jigsaw. • Hardwoods, softwoods, and manufactured boards. • Working with wood (hand tools and machines). • Measuring/marketing out. • CAD/CAM (Techsoft 2D design/laser cutting). • Design history (Arts & Crafts, Art Nouveau, Art Deco, Bauhaus, De Stijl, Memphis). 	Assessment 3 (Project 2 practical) Assessment 4 (Project 2 test)
Term 2/3	Project 3 - Mini Monsters <ul style="list-style-type: none"> • Workshop health & safety (working with metal). • Designing and making a metal insect. • Observational drawing. • Technical drawing. • Ferrous and non-ferrous metals. • Working with metal (hand tools and drill). • Measuring and marking out. 	Assessment 5 (Project 3 practical) Assessment 6 (Project 3 test)
Term 3	Project 3 - Pin Ball <ul style="list-style-type: none"> • Designing and making a pin ball game. • Working with wood (hand tools, belt sander, pillar drill to measure, mark out, cut, shape, and finish their pin ball machine). • Levers and linkages and pivots. • Cams and simple mechanisms. • Visual communication skills. 	Assessment 7 (Project 4 test)



Year 7 Core Course

Technology-Food

	Content	Assessment
Term 1	<p>Project 1 - Deli Salad</p> <ul style="list-style-type: none"> • Health and safety issues in the food kitchen. • Knowledge and understanding of a healthy, balance diet. • Analyze temperature used in food storage and cooking. • Develop knife skills related to the bridge and claw techniques. • Use basic kitchen equipment to produce a deli salad. • Complete a washing up routine. • Evaluating - reviewing what went well and even better if. <p>Project 2 - Scones</p> <ul style="list-style-type: none"> • Weighing and measuring in food. • Ingredients and their functions. • Flowchart production plan. 	<p>Assessment of the Deli Salad foldie, knowledge booklet and practical outcomes.</p> <p>Assessment 1 (Project 1 test)</p>
Term 2	<p>Project 2 - Scones (continued)</p> <ul style="list-style-type: none"> • Practical skills - rubbing in method. • Health and safety related to using an oven. • Evaluating - reviewing what went well and even better if. <p>Project 3 - Flapjack</p> <ul style="list-style-type: none"> • Heat transfer - conduction, convection, and radiation. • Food provenance - where food comes from. • Seasonality and food miles. • Health and safety related to using the oven and hob. • Practical skills - melting, combining, and baking. • Evaluating - reviewing what went well and even better if. • Packaging sleeve, what needs to be displayed on food packaging by law. <p>February Half term</p> <p>Students change rotations February half term to Textiles.</p>	<p>Assessment of the scones foldie, knowledge booklet and practical outcomes.</p> <p>Assessment 2 (Project 2 test)</p> <p>Assessment of the flapjack foldie, knowledge booklet and practical outcomes.</p> <p>Assessment 3 (Project 3 test)</p>
Term 3	Students rotate between Food and Textiles. Half an academic year in each subject specialism area.	



Year 7 Core Course

Technology-Textiles

	Content	Assessment
Term 1	<p>Project 1 - Fashion Monster</p> <ul style="list-style-type: none"> Investigate fibres and fabric Produce woven samples and develop one idea into fabric. Produce detailed design criteria using CAFEQUE to ensure all areas are covered. Produce a felted fabric. Designing - producing a range of ideas and developing into a final solution. 	<p>Assessment 1 (Felting test)</p>
Term 2	<p>Project 1 - Fashion Monster (continued)</p> <ul style="list-style-type: none"> Develop hand embroidery skills. Learn the correct and safe use of the sewing machine. Be able to accurately select stitches on the sewing machine. Produce a final fashion monster outcome using a range of techniques and processes. Evaluation of finished product against design criteria. <p>February Half term Students change rotations February half term to Textiles.</p>	<p>Assessment 2 (Monster test)</p> <p>Assessment 3 (End of year test)</p>
Term 3	Students rotate between Food and Textiles. Half an academic year in each subject specialism area.	



Year 7 Core Course

Tutor

	Content	Assessment
Term 1	<p>Theme of the week</p> <ul style="list-style-type: none"> • Self-motivation. • Accountability. • Democracy. • Road safety. • Cultural diversity. • Black history. • On-line safety. • The rule of law. • Remembrance. • Anti-bullying. • Anti-drugs. • Positive attitudes. • Relationships. • Charity. 	
Term 2	<p>Theme of the week</p> <ul style="list-style-type: none"> • Co-operation. • Healthy lifestyles. • World religion day. • Holocaust remembrance. • Exploitation. • Mental health awareness. • Resilience. • World book day. • International women's day. • British science week. • Faith. • Anxiety. 	
Term 3	<p>Theme of the week</p> <ul style="list-style-type: none"> • Consent. • Stress. • Eco-schools. • Respect. • Informed personal finance. • Appreciation. • Volunteering in your community. • Pride month. • Prevention. • Aspirations. • Self-care. • Tolerance. • Individual liberties. • Achievement. 	

