

# Yearly Overviews: Year 7

In addition to the curriculum information on each subject page, these slides provide an overview of what your child will be learning throughout the year, including the different topics, knowledge, skills, assessment and relevant links. Most subjects are summarised on one slide but subjects with larger amounts of content, such as Maths and Science, may have more slides. There are also summaries of the curriculum **intent** (the overarching aims in terms of what students will learn), **implementation** (how classes are structured and allocated curriculum time) and **impact** (what students should know and understand as a result of the delivery of the curriculum)

*Please note, Food and Drama will be added shortly*



## Year 7 English Overview

**Intent – the Big Picture:** Year 7 English provides students with the opportunity to explore a wide range of fiction and non-fiction texts, including texts from other cultures and the literary canon, in order to allow them to respond creatively, articulately and confidently. Collaborative discussion is at the heart of our Year 7 curriculum, enabling students to voice their ideas and support each other in their learning whilst also developing curiosity and links to other subjects, such as History, Geography, Drama and RP. Huge importance is placed on reading and responding to texts, both verbally and in writing, as well as developing creative writing skills and contextual knowledge.

### Implementation:

Students have three one hour lessons per week, including one library lesson every fortnight. Each half term a new unit of work is introduced which builds on prior knowledge and skills, and prepares for deeper knowledge and understanding in Year 8 and beyond. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse texts from a range of genres and eras.

Homework will be gradually introduced with a focus on reading using Sparx reader and will build towards setting homework projects in the Spring term.

### Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using the Progress Trees for each unit to capture key vocabulary, links, personal progress and progress towards their targets. Students will develop reading strategies and be introduced to word explosions to help them analyse key words and techniques used by writers, as well as developing their vocabulary and creative writing skills. They will be able to discuss context, particularly in relation to cultural differences and historical perspectives. Students will develop the technical accuracy of their written work alongside creative flair and ambitious choices.

Unit	Knowledge	Skills	Assessment	Links
Voices in the Park and other stories	Narrative perspective; Structural devices; Symbolism; Purpose and audience; Elements of creative writing; Using punctuation and paragraphing for effect	Understanding perspective, symbolism and structure; Creative writing; Structuring writing creatively and accurately	Continuous formative assessment with 3 formally assessed pieces of creative writing. Initially pieces will be self and peer assessed, with guided input from the teacher before books are marked.	Year 7 – prepares students for short story unit Year 8 – prepares students for travel writing and poetry units
Love Where You Live	Formal letters Persuasive Presentations Ghost Stories Viewpoint Tone Audience	Writing to persuade, creative writing, structuring a non-fiction piece. Fiction writing, writing to describe. Speaking skills.	Continuous formative assessment with 3 formally assessed pieces of creative writing. Initially pieces will be self and peer assessed, with guided input from the teacher before books are marked.	Year 7 – Zoo Drama Year 8 – Travel Writing Year 9 – Non-Fiction Year 9 - Othello KS4 – English Language Paper 2
Shakespeare Project	Shakespearian Language Genre, Tragedy, Comedy Context, Monarch, Elizabethan Era Sonnet, Play, Plot, The Supernatural	Word explosions introduced for the first time. This to be formally written up to form a TEA paragraph for the first time.	Formative assessment continues. 1 formally assessed piece of analytical writing. Non-fiction creative writing task also to be assessed using peer assessment initially before guided input from teacher.	Year 8 – Midsummer/Much Ado Year 9 – Othello KS4 - Macbeth
Short Stories and Story Writing	Structural features Narrative perspective Character Resolution, Conflict, Sequence, Focus, Shift	Narrative structure. Planning a writing piece. Writing to describe. Reading skills, annotating an extract.	Formative assessment continues. 2 formally assessed pieces of creative writing. Initially pieces are self and peer reflected but then teacher feedback guides students towards target.	Year 7 – World Poetry Year 8 – Animal Farm/Gothic Fiction Year 9 – Of Mice and Men KS4 – Anita and Me, A Christmas Carol, Language Paper 1
Zoo Drama and Fan Fiction	Persuasion, Repetition, Anaphora, Anecdote, Article, Method, Using 'Big Ideas', Writer's Craft	Collaborative work. Speaking skills. Presentation skills. Dramatic skills – adopting a persona. Creative writing skills.	Formative assessment continues. 1 presentation peer assessed and signed off by teacher. 1 creative writing piece formally assessed by teacher.	Year 7 – Love Where You Live Year 8 – Travel Writing Year 9 – Non-Fiction/Othello KS4 – Spoken Language Assessment/Language Paper 2
World Poetry	Culture, Theme, Analysis, Poetic Devices, Motif, Voice	A continuation of word explosions where teachers are pushing students towards box three. Each to be written up into TEAC paragraphs.	Formative assessment continues. 3 formally assessed pieces of analytical writing. Each to be self-assessed initially before a clear teacher feedback target established.	Year 7 – Shakespeare Project Year 8 – The Romantics Year 9 – Conflict Poetry KS4 – Love and Relationships Poetry/Unseen Poetry



# Year 7 Maths Overview

Intent – the Big Picture: Year 7 maths provides students with opportunities to develop mathematical reasoning from a deep understanding of key mathematical concepts. Students will begin their journey into algebra. They will also study topics such as numeracy, fractions, percentages in greater depth using problem solving to underpin every lesson. Understanding how these strands link together will provide them with the confidence they need to become successful and build on prior learning

**Implementation:** Students have 4 hours of maths each week. They are taught in mixed attainment groups using a Mastery of Mathematics approach. Units vary in length but are normally between 9 and 12 lessons.

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete a short exit ticket. This is their own work and is marked by their classroom teacher. They are given lesson time to reflect on this and understand which skills they have understood and which they still need to work on.

**Impact:** All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

Mistakes will be celebrated as a key part of learning and will help us to deal with misconceptions

Unit	Knowledge	Skills	Assessment	Links
1 - Sequences	Describe and continue sequences in diagram and number forms, both Linear and non-linear. Compare numerical and graphical forms	Move freely between different numerical, algebraic, graphical and diagrammatic representations Make and test conjectures about patterns and relationships Generate terms of a sequence from a term to term rule	Formative assessment used throughout lessons. Exit ticket at end of unit	All material in this unit is revisited and extended in later units in year 7
2 – Understanding and using Algebraic Notation	Understand the use of function machines with numbers, bar models and letters Interpret algebraic notation Understand inverse operations Be able to form and substitute into expressions including to generate sequences	Develop a deep understanding of the basic algebraic forms. Use algebra to generalise the structure of arithmetic including to formulate mathematical relationships	Formative assessment used throughout lessons. Exit ticket at end of unit	All material in this unit is revisited and extended in later units in year 7
3 – Equality and Equivalence	Understand equality Be able to find and use fact families Form and solve one step equations Understand equivalence of algebraic expressions Collect like terms	Simplify and manipulate algebraic expressions to maintain equivalence by collecting like terms Use approximation through rounding to estimate answers Use algebraic methods to solve linear equations in one variable	Formative assessment used throughout lessons. Exit ticket at end of unit	Builds on knowledge of inverse operations - unit 2 Extends use of algebraic notation Unit 2
4 – Place Value and Ordering	Recognise and use integer place value up to one billion Recognise and use decimal place value to at least hundredths Compare and order numbers. Work out intervals and use number lines Round numbers to positive powers of 10 and one significant figure	Consolidate understanding of the number system and place value Use place value for decimals, measures and integers of any size Order positive and negative integers, decimals and fractions using the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, > Round numbers to an appropriate degree of accuracy Interpret and compare observed distributions of a single variable	Formative assessment used throughout lessons. Exit ticket at end of unit	Investigate sequences with decimals and fractions – Unit 1
5 – Fraction Decimal and Percentage equivalence	Understand how to interchange between fractions, decimals and percentages Interpret pie charts Convert between other fractions decimal and percentages	Represent tenths and hundreds on number lines Work interchangeably with terminating decimals and their corresponding fractions	Formative assessment used throughout lessons. Exit ticket at end of unit	Investigate sequences with fractions and decimals - Unit 1  Solving equations with fractional coefficients – Unit 1



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6 – Addition and Subtraction	Use mental and formal methods of addition and subtraction with integers and decimals Understand addition and subtraction in the context of perimeter, money and frequency trees Understand addition and subtraction in the context of bar charts and line charts	Use formal written methods applied to positive integers and decimals Recognise and use relationships between operations including inverse Derive and apply formulae to solve problems including perimeter	Formative assessment used throughout lessons. Exit ticket at end of unit	Links through to Year 6 work on perimeter and area.  Links through to year 6 work on tables and timetables  Revisit and extend rounding from Unit 4
7 – Multiplication and Division	Use mental and formal methods of multiplication and division with integers and decimals Know conversions between metric units Understand how to find LCM and HCF of two numbers Evaluate areas and begin to use orders of operations	Use formal written methods applied to positive integers and decimals Recognise and use relationships between operations including inverse Derive and apply formulae to solve problems including area, and units	Formative assessment used throughout lessons. Exit ticket at end of unit	Links through to Year 6 work on perimeter and area.  Links through to year 6 work on tables and timetables  Revisit and extend rounding from Unit 4
8 – Fractions and percentages of amounts	Work out simple fractions and percentages with and without a calculator	Know when to use a mental or calculator method to work out percentages Be able to work with fractions greater than 1	Formative assessment used throughout lessons. Exit ticket at end of unit	Links through to Fraction decimal and percentage work in Unit 5
9 – Directed Number	Understand the meaning behind operations - Not relying on rules Order directed numbers both in contextualised and abstract Revisit four operations to include directed number	Use mental methods for all four operations to include directed numbers Use a calculator with directed numbers Substitute numerical values into formulae including directed numbers	Formative assessment used throughout lessons. Exit ticket at end of unit	Build on Year 6 work with directed numbers  Links through to solving equations and substituting Unit 2 and 3
10 – Addition and Subtraction of Fractions	Convert mixed numbers and improper fractions Add and subtract fractions with the same and different denominators Add and subtract Fractions and decimals	Move freely between different numerical, graphical and diagrammatic representations  Select and use appropriate calculation strategies	Formative assessment used throughout lessons. Exit ticket at end of unit	Links through to solving equations and substituting Unit 2 and 3  Sequences Unit 1



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11 – Construction and measuring	Understand label notation for lines and angles Know the classifications for angles Know what parallel and perpendicular lines are Recognise types of triangle quadrilateral and other polygons Draw and interpret pie charts	Draw lines and angles accurately  Classify angles and types of triangle  Construct SSS, SAS, and ASA triangles  Draw pie charts	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisit and extend perimeter problems from Unit 6  Revisit mental and formal methods of addition, subtraction, multiplication and division - unit 6 and 7
12 – Geometric Reasoning	Know angle rules for angles at a point, angles on a straight line and vertically opposite angles  Know angle rules for triangle and quadrilaterals	Use angle rules to solve problems and find missing angles in triangles, quadrilaterals and parallel lines	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisit mental and formal methods of addition, subtraction, multiplication and division - unit 6 and 7
13 – Developing Number sense	Know when and how to use mental arithmetic strategies  Apply these strategies to algebraic expressions	Use a known fact to derive other facts  Evaluate an algebraic expression given a related fact  Use estimation	Formative assessment used throughout lessons. Exit ticket at end of unit	Links to Algebra learning in units 2 and 3  Revisit factors and multiples from Unit 7 – extend by applying algebraically
14 – Sets and Probability	Understand set notation and Venn diagrams Understand the language of probability Calculate the probability of a single event Understand the meaning of a probability of 1	Draw and interpret Venn diagrams  Use the language of probability  Calculate single event probability	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisit FDP and extend by apply to probability
15 – Prime Numbers and Proof	Recognise prime, square and triangle numbers Express a number as a product of prime factors Understand powers and routes	Express numbers as products of prime factors  Work out powers and roots up to $12 \times 12$  Use and test conjectures  Understand and use counter examples	Formative assessment used throughout lessons. Exit ticket at end of unit	Revisit factors and multiples from Unit 7 – Link through to product of prime factors



# Year 7 Science Overview

**Intent – the Big Picture:** Year 7 Science provides students with a challenging, stimulating and exciting Science curriculum which introduces the fundamental ideas of Scientific skills and theory on which they can build their future learning. Practical scientific enquiry is at the heart of our Year 7 curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have three one-hour lessons per week. Students will cover a range of Biology, Chemistry and Physics topics, that whilst taught discretely, carry through key scientific skills. The topics covered fit into the Big Ideas of Science and provide a base on which to build deeper knowledge in year 8 and beyond as we cycle back to the overarching principles, deepening knowledge and understanding. A variety of teaching activities and approaches will foster skills in independent enquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will be gradually introduced and will comprise a range of tasks from written recall, to modelling, to research.

Unit	Knowledge	Skills	Assessment	Links
<b>Introduction – being a scientist</b>	Recognise hazard symbols Name and describe common lab equipment Label the main parts of a Bunsen burner Label the main parts of a microscope Use key vocabulary used in a scientific investigation	Use a Bunsen burner safely Correctly use a light microscope Conduct a simple experiment and draw conclusions from observations		KS2: builds on work on variables in investigations. Provides an understanding of safety in the lab, including recognition of hazard symbols and safe use of a range of equipment in preparation for future practical work.
<b>Cells, lifestyle and disease</b>	Cell organelles Specialised cells Cells, tissues, organs, organ systems Human reproductive systems Fertilisation and development of a baby Single celled organisms Transmission of disease Human defences against disease Medications and treatments	Using a microscope Drawing images from a microscope	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Grouping of living things based on common characteristics Lifecycles of plants, mammals, insects and birds Year 8: Nutrition and digestion Plants and photosynthesis Cross curricular: history of medicine
<b>States of matter, separating mixtures</b>	Solids, liquids and gases Changing state Diffusion Air pressure Mixtures Solubility Filtration Crystallisation Distillation Chromatography	Make observations from experiments to test theories Conduct investigations into solubility Utilise filtration, crystallisation, distillation, and chromatography to separate mixtures.	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Grouping materials based on properties Solids, liquids and gases Changing state Solubility and filtration Year 7: chemical reactions Year 8: Atoms and the periodic table Year 10 Chemistry: Atoms and the periodic table Year 10 Physics: Particle model of matter
<b>Forces</b>	Types of forces, measuring forces Gravity, mass and weight Friction and reducing drag Hooke's law Days, years and seasons Sun, stars and the moon Solar system Orbits	Correctly use a newton meter Rearrange equations to calculate gravity, mass and weight Rearrange equations to calculate spring constant, mass and extension Conduct investigations into friction and orbit time and draw successful conclusions from observations	2x teacher assessed task per unit (1 of which is an assessment of practical skills) 1x end of topic test, self or peer assessed	KS2: Effect of some forces including water resistance, air resistance and friction Movement of the Earth relative to the sun, and the moon relative to the Earth Use idea of Earth's rotation to explain difference between day and night Year 9: application of forces Year 11: Forces



## Year 7 Science Overview (continued)

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
<b>Ecosystems and interdependence</b>	Energy through food chains Food webs Interdependence Adaptations of animals and plants Ecosystems Human impacts on ecosystems	Create graphs so show predator prey cycles Analyse data on human impacts on environments Evaluate conservation methods	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: classify plants and animals into groups giving reasons for decisions Construct food chains and identify producers, predators and prey Year 8: plants and photosynthesis Year 9: Ecosystems (GCSE content)
<b>Chemical reactions</b>	Physical changes vs chemical reactions Atoms, elements and compounds Exo vs endo- thermic reactions The fire triangle Identifying acids and alkalis pH scale Neutralisation and uses of Reactions of acids with carbonates and metals	Write word equations to represent chemical reactions Identify a reaction as exo or endo thermic Use indicators to identify substances as acid or alkali Successfully conduct investigations into neutralisation Test to identify gases given off in an investigation	2x teacher assessed task per unit (1 of which is an assessment of practical skills) 1x end of topic test, self or peer assessed	KS2: describe changes as reversible or irreversible Year 8: atoms and the periodic table Year 9: Useful reactions Year 10: Bonding and structure, quantitative chemistry, chemical changes, rate and extent of chemical changes, organic chemistry
<b>Energy transfers</b>	Energy stores Conservation of energy Renewable and non-renewable energy resources Temperature and heat Conduction, convection and radiation Insulation	Conduct investigations into conduction, convection and insulation and make conclusions based on observations Evaluate methods of insulation	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: observe that some materials change state when heated. Use apparatus to record temperature. Year 8: Waves Year 10: Energy Year 11: Waves

## Year 7 - Physical Education Overview

**Intent** – Year 7 students build upon the learning in the KS2 curriculum, and develop their motor competence, by learning key knowledge, and developing core skills and sport specific movements. Students will develop a range, and quality, of core skills in key sports, and broaden their knowledge and understanding in both familiar sports, and new sporting contexts. Students will also learn to develop a range of strategies and tactics, to overcome opponents in team sports (football, netball, volleyball, cricket, and rounders), and develop their technique and improve their performance in athletics and gymnastics. Students will also learn how to perform dances in a range of styles and create a gymnastic routine.

Students will take part in outdoor adventurous activities, which present intellectual and physical challenges, developing their teamwork, leadership, communication, resilience and problem-solving skills. Students will develop their teamwork, leadership and sportsmanship, to become **selfless**, and developing their resilience, confidence and determination to be **self-assured** learners.

### Implementation:

Students study two hours of Physical Education a week.

Future learning is underpinned by prior learning, throughout the academic year. An emphasis is placed upon learning key knowledge and developing core skills across a range of contexts.

Year 7 students have a narrower curriculum than other year groups, to ensure they have the time and experience to develop their core skills, and develop key knowledge, to ensure they have the foundations to develop advanced skills in year 8 and year 9.

Students are formally assessed at the end over every term, where they receive teacher feedback, and complete a reflect and progress sheet.

### Impact:

All students will understand the key knowledge, in a range of sports, and will have developed a range of core skills in a variety of sporting contexts, including competition.

Students will be able to articulate what they need to improve to improve their performance in PE.

Unit	Knowledge	Skills	Assessment	Links
Football (10 lessons)	Rules of the game, why we control the ball with the instep, and pass with the instep over short distances, why marking is important, goal side and player-to-player marking, how to find space, and why defensive positioning is important.	Dribbling and ball control, passing and moving, intercepting, shooting, marking and positioning.	Small sided, competitive games, contributing to the termly formal assessment	KS2 football. Football in year 8, 9, 10, 11. Strategies and tactics in movement in netball (year 7).
Netball (10 lessons)	Different types of pass and when to use them, rules of the game (footwork, contact, positions and roles, how to start the game after a foul).	Chest pass, bounce pass, shoulder pass, footwork, dodging and shooting.	Small sided, competitive games, contributing to the termly formal assessment.	KS2 netball. Netball in year 8, 9, 10, 11. Strategies and tactics in movement in football (year 7).
OAA (8 lessons)	How to read a map, how to orientate a map. Definition of resilience, and types of communication (verbal and non-verbal).	Leadership, teamwork, cooperation (verbal and non-verbal), resilience and determination	Challenges and tasks in competition with other groups. Orienteering course.	Year 7 geography- reading maps. All sports- using the soft skills learned. Cross-country in all year groups, and fitness in year 8, and 9.
Volleyball (10 lessons)	Principles of a net game, why we use different shots (dig and set), volleyball rotation, who serves, and when, scoring.	The dig shot, set shot (volley), rallying, the under-arm serve, returning the serve, and movement.	Small sided, competitive games.	Year 8, 9, 10, 11 volleyball. Badminton year 8, 9, 10, 11 (principles of a net game).
Gymnastics (8 lessons)	Aesthetic, tension, control meaning; different types of rolls, counter-balance, and what is a routine.	Individual core balances, different body shapes, types of rolls, paired balances, and counterbalances.	Individual balances performance, and counterbalance performance at the end of the unit.	KS2 gymnastics and fundamental movement skills (balancing, running, leaping, jumping, and hopping). Year 7 dance. Year 8 gymnastics.
Dance (8 lessons)	How to count in beat, choreography, and different choreograph techniques, 5 elements of dance, and types of formations.	Performing the 5 elements of dance (jump, turn, travel, stillness and gesture), pathways and formations, and performing a group dance.	Group dance performance at the end of the unit.	KS2 dance and KS2 fundamental movement skills (balancing, running, leaping, jumping, and hopping). Year 7 dance. Year 8 gymnastics.
Striking and fielding (8 lessons)	Rules of the game, bowling technique, how to field as an individual and a team (cricket and rounders), what is the drive shot, and defensive shot (cricket), and why we use them against different deliveries, what is an over and wicketkeeper (cricket), and positions in rounders.	Bowling technique, batting technique (grip, stance, footwork, defensive shot (cricket), long barrier and short barrier, the drive shot (cricket).	Small sided, competitive games.	KS2 striking and fielding. Throwing and catching, Kwik cricket and rounders. Year 8, 9, 10, 11 rounders and cricket.
Athletics (6 lessons)	The start positions for each running event (100m, 200m, 300m, 800m), rules of throwing events (shotput and discus) including safety, breaking lanes in track running, and relay change overs.	Sprint start technique, shot put and discus technique, pacing, relay change overs.	Competition in: 100m, 200m, 300m, 800m, shot put and discus.	KS2 throwing. Year 8, Year 9, Year 10 athletics. All year's cross-country.





## Intent – the Big Picture:

### Implementation:

Students have one lesson per week. Unit one explores a different practical technique, using teacher demo and their own experimentation, along with the introduction of key terms. Students arrive with a broad range of different art experiences and level of skill. By the end of the first term we hope to have a clear understanding of an individuals' level of ability and skills. Students work in mixed ability groups independently and are encouraged to work collaboratively. The majority of work is done in sketchbooks which become a source of reflection and document the creative journey. A5 information booklets are attached to books where students can refer to key words and phrases, their learning journey and record progress, targets and achievement. Homework is not set until the Spring Term and is in the form of project work.

### Impact:

Students will acquire and understand subject specific vocabulary, and articulate their own progress. They will develop confidence and gain experience in using a range of media which focuses on demonstrating their knowledge and understanding of the Formal Elements in Art. Subsequent projects make reference to these skills and students are expected to apply their knowledge to produce their own art work.

Developing independence and confidence are key to being successful and students are given the opportunity to demonstrate their commitment and creativity in several project like topics

# Year 7 Art Overview

**Year 7 Art** introduces and provides the students with the opportunity to explore a range of practical techniques alongside the acquisition of key art terms. Key focus is on building the student's confidence in experimenting with different media and techniques in order for them to take ownership of their own learning. They develop confidence in a range of practical skills to support them to become more independent. They learn that art can be anything and are exposed to a range of topics, processes, techniques and materials

Unit	Knowledge	Skills	Assessment	Links
<i>Formal Elements</i>	<i>Understanding the different technical elements that all art work is comprised of. How these elements are applied to artwork.</i> <b>1.Composition</b> - name label <b>2.Form, Tonal Values</b> – contrast and blending, shadows and shading <b>3.Colour</b> – theory <b>4.Shape and Symmetry</b> <b>5. Line</b> - Mark making	Drawing with line, shape, form, depth, texture and colour. Media: pencil, colour pencil,	Ongoing formative assessment , setting own targets, some carousel activity based peer assessment	Builds on prior learning at KS2 and addresses gaps in subject knowledge. Provides the necessary technical skills for the subsequent units of work. Formal Elements are regularly revisited throughout learning and form part of KS4 and 5 assessment.
<i>Mixed Media</i>	<b>1.Context</b> -artist <b>Shape</b> —drawing of simple objects <b>2.Composition</b> — planning <b>3.Colour</b> — blending with colour <b>4.Form and Colour</b> — adding col pencil blending <b>5.Colour</b> — painting with <i>watercolours</i> <b>6.Evaluate</b> — review and make improvements	<i>Composition</i> <i>Balance</i> <i>Presentation</i> Applying understanding of Formal Elements: Mark making and compositional design using mixed media	Ongoing formative assessment , setting own targets, some carousel activity based peer assessment End of unit practical assessment A range of mini assessment activities throughout the half term	Consolidates prior learning of Formal Elements where students apply their knowledge by producing their own creative design. Key vocab and terminology introduced in unit one.
<i>Africa</i>	<b>1.Context and Present</b> – research project based on chosen African culture, layout, organising and presenting information <b>2. Context</b> - looking at an African artist <b>3.Collaborative peer assessment</b> <b>4.Colour, Form, Shape</b> in African Art <b>5. Modelling</b> - What clay does and doesn't do, the properties of a material	Researching an ART and DESIGN style and presenting appropriate information creatively. Applying previous skills to own art work. Clay modelling.	Assessment of information pages; layout, content, drawing skill and creativity.	Researching and presenting relevant information. Presenting with clarity and creativity. Basic clay skills prepares for subsequent more challenging topic.
<i>Clay Sculpture</i>	<b>1.Context</b> — intro to clay animals and examples by other artists <b>2. Form, Line, Shape</b> – designing own animal <b>3.Form, Shape, Evaluate</b> – making basic shape of clay animal <b>4.Form, Shape</b> – creating clay animal <b>5.Form, Shape, Present</b> – complete details, <b>6. Planning</b> - .Photograph and plan surface design	Context, Colour Applying pattern / colour scheme Composition, Present – Photoshop clay photo into African landscape Composition and Evaluate – further skills in digital art	Information page on Tinga Tinga, African artist. Ongoing formative assessment during clay practical lessons. Peer assessment of clay Peer assessment of Information page.	How to plan a design. How to demonstrate understanding of artist style and concept. How to present information. All skills which are used throughout the learning journey
<i>Natural Forms</i>	<b>1.Context</b> -artist <b>Shape</b> —drawing of simple natural forms <b>2.Composition</b> – planning <b>3.Colour</b> – blending with colour <b>4.Form and Colour</b> – adding col pencil blending <b>5.Colour</b> – painting <b>6.Evaluate</b> – review and make improvements	Context, Colour Applying pattern / colour scheme <i>Composition</i> <i>Balance</i> <i>Presentation</i>	Peer assessment and self evaluation	Develop independence with colour, texture and layering, in readiness for landscape project in Year 8 Autumn 1.



# Year 7 Design & Technology Overview

Year 7 D&T introduces and provides a basis of technical and practical skills. We aim to deliver a repertoire of key knowledge and nurture a curiosity for the world of design and manufacturing, considering where materials are sourced and their impact on the planet. The curriculum is sequenced by mapping backwards from the desired GCSE prerequisites, building up the knowledge and skills, Year 7 focus on understanding and working materials, learning Health & Safety rules and gaining skills and knowledge of tools and equipment. We aim to build resilience pupils with positive, problem-solving approaches who can analyse, evaluate and test their practical work through to developing working prototypes.

## Implementation:

D&T is delivered for one hour per week throughout the academic year, pupils have the same consistent teacher and access to a design classroom, workshop and CAD/CAM area. The curriculum is taught through units of work: projects, that generally combine the theoretical knowledge and skills building over a 10 week period.

A typical lesson consists of a recap of prior learning including a Q&A session with pupils using their personal note taking. Followed by learning objectives and demo/modelling of expectations. Staff circulate the work space, checking understanding and progress, answering student questions, giving verbal feedback and correcting techniques and misconceptions. Further demonstrations on next stage or recap on H&S regarding tools & equipment, finishing with final notes and a focus on next lesson.

## Impact:

Pupils will understand the different materials areas and have acquired skills of working in these materials with the correct tool, equipment and processes. They will recognise subject terminology and be able to explain its use or application.

Pupils will have the ability to design and develop a creative idea, demonstrating a variety of design strategies including sketching, technical drawing, modelling and CAD. Pupils will have practical skills that allow them to produce functioning, aesthetically pleasing, prototypes of a good quality, starting to independently problem solve and building the resilience to cope with challenges.

Pupils will have a knowledge of how products are produced in industry and an understanding of the impact of manufacturing on the environment.

Unit	Knowledge	Skills	Assessment	Links (discussion points)
<i>Introduction to D&amp;T (two lessons)</i>	Health & Safety rules Curriculum intent & key words Workshop tour Note taking skills	Analysing rules Presenting information	Verbal feedback	School rules
<i>Coat Hook (FPT: focused practical task) (eleven lessons)</i>	<b>Timber:</b> Hardwood, softwood, structure & uses <b>Metal:</b> Ferrous, non-ferrous, testing & uses <b>Tools:</b> Bench hook, tenon saw, try square, engineers rule, marking gauge, vice, file, hammer, pillar drill, belt sander, glasspaper, centre punch & scribe <b>Health &amp; Safety:</b> workshop tools & machinery	<b>Making:</b> marking out, cutting, shaping, forming, finishing <b>Analysing materials:</b> Magnet testing, card sorting tasks	On-going verbal feedback Summative assessment of <b>practical piece</b> Written feedback <b>Topic test</b> Reflection on feedback and test results W.W.W. & E.B.I.	Primary school experience of D&T, crafting and practical experiences in the home.
<i>Acrylic Products (DMT: design and make task) (eleven lessons)</i>	<b>Polymers:</b> Thermo, thermosets, structure, origins and uses <b>CAD:</b> Introduction to Techsoft 2D Design <b>Machines:</b> Laser cutter, hot wire strip heater <b>Tools:</b> CAD drawing tools, scalpel, jig <b>Health &amp; Safety:</b> hot wire strip heater <b>Drawing:</b> introduction to isometric and orthographic projection	<b>Design:</b> sketching, modelling in card <b>CAD:</b> use of accurate drawing tools <b>Making:</b> use of jigs and formers <b>Drawing:</b> practice at ability level of pupil	On-going verbal feedback Summative assessment of <b>design aspects</b> and <b>practical piece</b> Written feedback <b>Topic test</b> Reflection on feedback and test results W.W.W. & E.B.I.	Environmental consideration of using the planet resources. News stories. Linked to industrial processes covered in Decorative Soaps.
<i>Decorative Soaps (DMT: design and make task) (eleven lessons)</i>	<b>Polymers:</b> Thermo <b>Industrial processes:</b> vacuum forming, blow moulding, injection moulding, casting <b>Manufactured board:</b> MDF <b>Machines:</b> vacuum former, belt sander <b>Design:</b> moulds, draft angles, packaging <b>Tools:</b> coping saw <b>Health &amp; Safety:</b> vacuum former, tools	<b>Design:</b> creating mould shape, working for a client/end user, decorative packaging <b>Making:</b> shaping in MDF, mould making in potato, packaging	On-going verbal feedback Summative assessment of <b>design aspects</b> and <b>practical piece</b> Written feedback <b>Topic test</b> Reflection on feedback and test results W.W.W. & E.B.I.	Linked to polymers theory covered in Post It Holder. Understanding the every day objects that we use, how objects are made. Environmental issues.
<i>Draw Bridge (Collaborative, practical, modelling task)</i>	<b>Mechanisms:</b> gears and pulley systems <b>Equipment:</b> workshop tools, hot glue guns <b>Health &amp; Safety:</b> tools, machinery, hot glue gun	<b>Making:</b> model building accuracy <b>Teamworking:</b> discussion, sharing, planning	On-going verbal feedback Peer assessment Group testing	Using practical skill and knowledge of H&S developed throughout Y7.

# Year 7 French Overview



**Intent – the Big Picture:** Year 7 French provides students with the opportunity to embed any knowledge learnt at KS2. Students will grow in confidence and enthusiasm as they increase the time spent learning French to 3 hours a week and all students will increase their vocabulary, enabling them to understand information in French when reading and listening. There is a particular focus on the basics of vocabulary eg numbers, colours and key phrases such as *c'est*.

Students will also learn to exploit grammatical structures alongside their vocabulary, with especial focus on mastering use of articles, the present tense and use of adjectives both orally and in writing. They will learn about French phonics so they can apply phonetical knowledge to their pronunciation. Their knowledge about France, French culture and life in Francophone countries will develop and they will be aware of cross-curricular links to Drama, English, History, Art and Geography.

## Implementation:

Year 7 students will have three one hour lessons per week. Knowledge and skills from KS2 are acknowledged and built upon, with awareness that students will arrive with differing experiences and knowledge from KS1 and KS2. There is a focus on mastering key phrases (see back of books) and vocabulary which will be important throughout year 7-11 eg numbers, opinions. Students will work in mixed ability groups and will increase their understanding and use of vocabulary and grammar and foster skills in listening, speaking, reading and writing. Students will work independently and collaboratively, completing work in their A5 blue books and storing vocabulary in mini red books. Homework will be focused on vocabulary learning (30 min most weeks).

## Impact:

All students will build a bank of key vocabulary and grammatical structures so they can read and understand short texts and write and speak short sentences and paragraphs. Students will be able to articulate their progress with confidence, using the Knowledge Organisers for each unit and their vocabulary books to explain the key vocabulary and grammar they have learnt and the progress they have made. Students will have a good awareness of the rules of French pronunciation and how they differ from English. Students will gradually be introduced to reading, listening, speaking and writing strategies to help them succeed in each of the 4 GCSE papers. They will be able to discuss cultural similarities and differences between Shrewsbury and Francophone countries and will be able to discuss further ways they could develop their understanding outside of the classroom. They will be aware of cross curricular links eg with Drama and Art.

Unit	Knowledge	Skills	Assessment	Links
<i>Getting started</i>	<b>Vocabulary:</b> days, months, numbers, cognates, colours, greetings <b>Grammar:</b> j'ai, je suis, je voudrais, adjectives: position and endings	<b>Listening</b> <b>Speaking:</b> phonics, describing photos <b>Reading</b> <b>Writing</b>	Regular vocabulary tests <b>Speaking:</b> register speaking tasks <b>Writing:</b> Aladdin task	Days, months, numbers, colours, greetings- many students will have encountered these at KS2 J'ai, je suis, adjectives- all will be regularly re-visited during yr 7-11
<i>Giving opinions and describing what is in a painting</i>	<b>Vocabulary:</b> opinions, colours, intensifiers <b>Grammar:</b> adjectives: position and endings, connectives	<b>Listening</b> <b>Speaking:</b> phonics, describing photos <b>Reading</b> <b>Writing</b>	Regular vocabulary tests <b>Listening:</b> End of Module practice questions <b>Speaking:</b> register speaking tasks <b>Reading:</b> End of Module practice questions <b>Writing:</b> Description of a painting	Opinions- revisited every term yr7-11 Colours- revisited regularly Adjectives and intensifiers- yr 8, yr 9 HT4, regularly at GCSE Connectives- regularly revisited
<i>School</i>	<b>Vocabulary:</b> opinions, school subjects, uniform, telling the time <b>Grammar:</b> present tense regular verbs, il y a, connectives	<b>Listening</b> <b>Speaking:</b> phonics, describing photos <b>Reading</b> <b>Writing</b>	Regular vocabulary tests <b>Listening:</b> End of Module practice questions <b>Speaking:</b> register speaking tasks <b>Reading:</b> End of Module practice questions <b>Writing:</b> A perfect school	Opinions- regularly revisited Topic of school- Yr 11 Term 1 Telling the time- Yr 8 HT5 Present tense verbs- Yr 8HT2
<i>My free time</i>	<b>Vocabulary:</b> sports, weather, free time activities, questions <b>Grammar:</b> the irregular verb <i>faire</i> , present tense regular verbs, questions	<b>Listening</b> <b>Speaking:</b> phonics and describing photos <b>Reading</b> <b>Writing</b>	Regular vocabulary tests <b>Listening:</b> Year 7 Assessment tasks <b>Speaking:</b> register speaking tasks <b>Reading:</b> Year 7 Assessment tasks <b>Writing:</b> Year 7 Assessment tasks	Free time topic- Yr 9 HT4, 10 Term 1 Present tense verbs- Yr 8 HT2 Irregular verb Faire- Yr 10 Term 1 Questions Weather- Yr 10 Term 3
<i>Family, Daily Life and Where you live</i>	<b>Vocabulary:</b> family, where you live, breakfasts, 14 <sup>th</sup> July <b>Grammar:</b> present tense verb formation, partitive articles, possessive adjectives, the irregular verb <i>boire</i>	<b>Listening</b> <b>Speaking:</b> phonics, describing photos <b>Reading</b> <b>Writing</b>	Regular vocabulary tests <b>Listening:</b> End of Module practice questions <b>Speaking:</b> register speaking tasks <b>Reading:</b> End of Module practice questions <b>Writing:</b> A Cartoon family	Family and home topic- Yr 10 Term 1 Present tense verbs- Yr 8 HT2 Partitive article Irregular verb Boire Possessive adjectives- yr 7HT2 Food- yr 8 HT2, yr 9 HT 5/6
<i>Out and About: where are you going? What will you eat?</i>	<b>Vocabulary:</b> Places in town, café snacks and drinks <b>Grammar:</b> à + definite article, the irregular verb <i>aller</i> , the irregular verb <i>vouloir</i>	<b>Listening</b> <b>Speaking:</b> phonics, describing photos, role plays <b>Reading</b> <b>Writing</b>	Regular vocabulary tests <b>Listening:</b> End of Module practice questions <b>Speaking:</b> register speaking tasks, time with French assistant if timetable allows <b>Reading:</b> End of Module practice questions <b>Writing:</b> End of Module practice questions	Town topic- Yr 10 Term 2 Food- yr 8 HT2, yr 9 HT 5/6 à+ definite article Irregular verb Aller- yr 9 HT3 Irregular verb Vouloir- yr 9 HT 2



# Year 7 Geography Overview

## Intent – the Big Picture:

Providing an introduction to the study of Geography at KS3 level, students will consolidate and build upon their varying experiences at KS2. Being able to locate and discuss the seven continents, and key seas, rivers, mountains and some human features. Fantastic Places offers the opportunity to learn new map skills, whilst learning about exciting places on our planet. Students will then "zoom in" to the local Shropshire region, in order to discover physical and human features of their region, and allowing an exploration of the types of industry in the area (along with the history of industry). In the summer term, students will begin to learn about the exciting fluvial and coastal features of the British Isles.

## Implementation:

Students have 1 hour per week of Geography in KS3. There are three units of work across the year, building on knowledge gained at KS2. Our initial unit introduces students to the continents of the world, whilst developing key core map skills. Therefore this will take a full term.

Classes are mixed ability and within each class students will experience a variety of teaching strategies and adaptive teaching, to enable all students to access the curriculum and make progress.

## Impact:

Evidence that students can use a variety of map skills, plus development of extended writing and decision-making skills at Year 7 level.

Confident use of various key terms, which can be utilised in later units.

Unit	Knowledge	Skills	Assessment	Links
Fantastic Places (Autumn Term)	Detailed and accurate knowledge of the seven continents, major oceans, and selected places of interest within each continent. Confident use of the core map skills: <ul style="list-style-type: none"> <li>• Four and six figure grid references</li> <li>• Compass directions</li> <li>• Use of a key</li> <li>• Use of scale</li> <li>• Use of contour lines, spot heights, layer shading</li> </ul>	<ul style="list-style-type: none"> <li>• Plotting locations and labelling of features on maps of different scales</li> <li>• Describe the location of a number of inspiring places</li> <li>• Range of map skills (inc 4 and 6 figure grid references, scale, symbols, contours, layer shading)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Mini whiteboards etc</li> <li>• Summative assessment (end of unit test).</li> </ul>	<ul style="list-style-type: none"> <li>• Links to KS2 continent studies and use of basic map skills.</li> <li>• Map skills are repeated throughout the majority of units in KS3 and 4, linking to both physical and human topics.</li> </ul>
Industry	An overview of key locations, including human and physical features of Shropshire, and the British Isles. Detailed knowledge and examples of types of job roles within the Primary, Secondary, Tertiary and Quaternary industries. In depth overviews of types of farming, and farming locations within the UK. Links made between locational knowledge, and reasons for situation of certain industries.	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Explanation of key ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Mini whiteboards etc</li> <li>• Summative assessment (end of unit test).</li> </ul>	<ul style="list-style-type: none"> <li>• Links to GCSE Paper 2 Human elements.</li> <li>• Links to year 8 Business Studies units and Life -Globalisation</li> <li>• General locational knowledge to be utilised across all units.</li> <li>• Careers link</li> </ul>
Rivers and Coasts	Use of various geographical skills and key terminology, in order to be able to describe and explain fluvial and coastal processes at KS3 level. Demonstrates understanding of the formation of landforms in both coastal and fluvial environments and of interactions and interrelationships between people and the environment ,when looking at human impact on natural processes.	<ul style="list-style-type: none"> <li>• Use of more complex key terminology</li> <li>• Explanation of key terms and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Use of games such as top trumps to consolidate key terms.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Mini whiteboards etc</li> <li>• Summative assessment (end of unit test).</li> </ul>	<ul style="list-style-type: none"> <li>• Interleaving the skills found in other units</li> <li>• Links to GCSE Paper 1 – Physical Environment</li> </ul>



# Year 7 History Overview

**Intent – the Big Picture:** Year 7 History is based around the theme of **power**. Pupils begin their study of history by investigating **How the Normans conquered England**, with a focus on the second order concept of **causation**. Particular emphasis is given to why William of Normandy won the Battle of Hastings and his subsequent control of England. The **significance** of powerful individuals is explored further in the next topic which looks at medieval rulers. Pupils are then introduced to the second order concept of **change** with their study of how the **Black Death** affected the balance of power in medieval society. The role of the historian in using **evidence** to make sense of the past is explored in the enquiry **What can we learn about the reign of Henry VIII from what the Tudors left behind?** The study of the reign of Henry VIII's children develops the link between power and religion and allows pupils to explain the **causes of the Religious Rollercoaster** that took place during the Tudor period. Finally, pupils investigate the lives of Native Americans. **The aim of the final unit is to open students minds to the experiences and cultural knowledge people in a different location.**

## Implementation:

Students have one 60-minutes lesson per week. Each half term a new unit of work is introduced, which is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be gradually introduced with a mixture of preparation and consolidation tasks and assessed work.

## Impact:

Students should be enabled to see the present in the context of the past. They should be encouraged to develop a respect for the people in the past and begin to understand them on their own terms. Students should be engaged and find enjoyment in the study of History. Students should be inspired to continue their interest in history. Students should have the ability to use information critically no matter the source. This is vital when interpreting the news media, reading books or even in conversation. Students should be able to see both sides of a given situation and construct effective arguments for either side. Students should be able to communicate effectively in a wide range of forms and situations. They should be able to present information, analyses and interpretations in a well informed and balanced manner. Students should be able to independently and effectively pursue areas of History which interest them. Students should develop an appreciation of historical empathy and understand their own place within a larger human story which goes beyond the British Isles.

Unit	Knowledge	Skills	Assessment	Links
<p><i>History Skills</i></p> <p><i>The Norman Conquest, 1066</i></p>	<p><i>What is History? Inc. Historical vocabulary, Chronology, Sources, Interpretation, etc.</i></p> <p><i>What problems did Edward the Confessor cause?</i></p> <p><i>Who were the contenders for the throne of England?</i></p> <p><i>Battles of 1066 – Fulford Gate, Stamford Bridge, Hastings</i></p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<p><i>Baseline test</i></p> <p><i>Why did William win the Battle of Hastings?</i></p>	<p><i>1066 (I Was There...)</i> by Jim Eldridge</p> <p><i>The Norman Conquest</i> by Marc Morris</p>
<p><i>Life in Norman England</i></p>	<p><i>How did William take control? Castles; Feudal System; Domesday Book</i></p> <p><i>What was like in Medieval villages and towns?</i></p> <p><i>How significant was religion in the Middle Ages?</i></p> <p><i>Life in the Middle Ages</i></p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<p><i>Sources: How difficult was life in Norman England?</i></p>	<p><b>Anglo-Norman England 1066 – 1166</b> by Marjorie Chibnall</p> <p><a href="#">William's control of England - KS3 History - BBC Bitesize</a></p>
<p><i>Medieval England</i></p>	<p><i>What was the Black Death?</i></p> <p><i>How did the Black Death affect life in Medieval England?</i></p> <p><i>What caused the Peasants' Revolt?</i></p> <p><i>What was the significance of the Peasants' Revolt?</i></p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<p><i>What were the significance and impact of the Black Death and the Peasants' Revolt?</i></p>	<p><a href="#">Medieval society, life and religion - KS3 History - BBC Bitesize</a></p> <p><a href="#">Causes and effects of the Black Death - Medieval medicine - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p>
<p><i>Who has power in Medieval England?</i></p>	<p><i>Why was there a battle in Shrewsbury (1403)?</i></p> <p><i>Who was Owain Glyndwr?</i></p> <p><i>What were the Hundred Years War?</i></p> <p><i>What were the Wars of the Roses?</i></p> <p><i>Was Henry VII a gangster?</i></p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<p><i>Why did the Hundred Years' War start? (Causation)</i></p>	<p><a href="#">BBC Wales - History - Themes - Owain Glyndwr</a></p>
<p><i>Tudor England</i></p>	<p><i>What was the impact of Henry VIII having so many wives?</i></p> <p><i>What was the significance of the Dissolution of the monasteries?</i></p> <p><i>Too short a reign to be a success? Edward VI</i></p> <p><i>Bloody Mary – mad or sad?</i></p> <p><i>Who should Elizabeth marry?</i></p> <p><i>Why did the Spanish Armada fail?</i></p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<p><i>Who was the greatest Tudor monarch?</i></p>	<p><a href="#">The Tudors - KS3 History - BBC Bitesize</a></p>
<p><i>Native Americans of the Plains</i></p>	<p><i>Who were the Plains Indians?</i></p> <p><i>How important were the buffalo?</i></p> <p><i>Who wanted to move West?</i></p> <p><i>Why did the Plains Indians lose the struggle for the plains?</i></p> <p><i>How significant was General Custer?</i></p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<p><i>Year 7 exam</i></p>	<p><a href="#">The Plains Indians (U.S. National Park Service) (nps.gov)</a></p>



# Year 7 Computer Science Overview

**Intent – the Big Picture:** Year 7 Computer Science begins with induction units that introduce and reinforce the knowledge and skills for using digital devices safely, effectively and responsibly. Internet safety & online etiquette is an important part of the content covered. The students will start to make use of a range of software applications and digital platforms to access, create and organise digital files. They will be introduced to the basic principles of computer science and acquire knowledge of how these can be applied to help solve problems and produce solutions. Students have the opportunity to develop their research, planning and evaluation skills throughout the units of work. They will also begin to develop and understand the importance of resilience when coding solutions.

## Implementation:

Computer Science is delivered for one hour per week throughout the academic year. Students will have the use of a computer each in a dedicated ICT room. The students will be able to access the latest software applications on the computers and they will be able to make use of digital platforms such as Office 365 to access work in school and at home.

A typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources for the lesson made available on Office 365. Staff demonstration, class/paired discussion, open/directed questioning are part of the lesson structure. Students will be expected to ensure that files are saved appropriately and that progression/verbal feedback is logged in their progress booklets.

## Impact:

Students will become more confident and independent users of technology in the classroom, making greater use of more efficient methods of working. As well as becoming more familiar with using online digital platforms, they will be able to use a range of software applications and will start to combine resources and/or applications when producing work.

Students will be able to identify subject terminology and be able to explain its use or application.

Unit	Knowledge	Skills	Assessment	Links
<i>Using Computers Effectively, Safely &amp; Responsibly</i>	<ol style="list-style-type: none"> <li>1. File &amp; folder management – how to organise digital content effectively.</li> <li>2. Social media – the dangers, the prevention measures.</li> <li>3. Protecting personal data – what is personal/sensitive info? Protection methods.</li> <li>4. Email – How to communicate via email.</li> <li>5. Searching the web – How to find information &amp; identifying reliable sources.</li> </ol>	<p>File Explorer, keyboard shortcuts, organisation.</p> <p>Password generation. Using email application features.</p> <p>Applying key word searches &amp; using advanced search skills. Evaluating information.</p>	<p>One homework.</p> <p>End of unit multiple-choice assessment.</p> <p>Verbal feedback in lesson.</p> <p>Self assessment in progress booklets.</p>	<p>File &amp; folder management, Social media, email, searching the web – all relevant in terms of digital literacy skills and transferable skills that can apply outside the subject. Some content also a pre-cursor to more in-depth study later in KS3/4 Component 01 (Computer Systems) issues associated with using tech.</p>
<i>Presenting Information (for a specific audience and purpose) – Internet Safety</i>	<ol style="list-style-type: none"> <li>1. Identifying audience &amp; purpose</li> <li>2. Planning a presentation for a specific audience &amp; purpose.</li> <li>3. Setting up a presentation</li> <li>4. How to gathering &amp; add content</li> <li>5. Making a presentation non-linear</li> <li>6. Exporting &amp; testing a presentation</li> </ol>	<p>Analysing presentations.</p> <p>Mind-maps, storyboards.</p> <p>Template/Master slide.</p> <p>Inserting text, images &amp; video. Internal &amp; external hyperlinks. Exporting a file in a viewable format.</p> <p>Evaluating a presentation.</p>	<p>One homework.</p> <p>End of unit assessment portfolio.</p> <p>Verbal feedback in lesson including peer assessment.</p> <p>Self assessment in progress booklets.</p>	<p>Presenting information and internet safety are again, knowledge &amp; skills that can be applied outside of the subject.</p>
<i>Introduction to Computer Science (Understanding Computers)</i>	<ol style="list-style-type: none"> <li>1. Hardware &amp; Software including types of devices (input &amp; output).</li> <li>2. CPU &amp; its components</li> <li>3. Binary Numbers</li> <li>4. Binary Addition</li> <li>5. Storage Devices</li> <li>6. New Technologies</li> </ol>	<p>Converting data between number systems. Applying arithmetic in different number systems.</p> <p>Research skills into computer system devices, components &amp; new tech.</p>	<p>One homework.</p> <p>End of unit multiple-choice assessment.</p> <p>Verbal feedback in lesson.</p> <p>Self assessment in progress booklets.</p>	<p>A pre-cursor to Component 01 Computer Systems content at GCSE. Hardware/Software/Binary/Binary Addition/Memory &amp; Storage New technologies also covered in more depth in Year 9 (AI/Robots).</p>
<i>Games Programming with Scratch 3.0</i>	<ol style="list-style-type: none"> <li>1. Simple movement of sprites – sequencing of instructions.</li> <li>2. Use of variables to store data in a program.</li> <li>3. Randomisation of sprites for less predictability.</li> <li>4. Adapting programs to be more efficient</li> <li>5. Adding extra elements such as sound</li> <li>6. Testing &amp; reviewing a program</li> </ol>	<p>Computational thinking.</p> <p>Creation/importing of sprites &amp; costumes. Creation of variables. Use of random blocks. Using repeat blocks &amp; broadcast scripts.</p> <p>Importing/adding audio.</p> <p>Analysing &amp; reflection.</p>	<p>One homework.</p> <p>End of unit assessment portfolio.</p> <p>Verbal feedback in lesson including peer assessment.</p> <p>Self assessment in progress booklets.</p>	<p>Build on any prior knowledge of code-block based programming at KS2. A starting point in KS3 coding that is built on with Micro:bit programming in Year 8. Then progression with text-based programming in Python during Year 8 &amp; 9. GCSE Component 02.</p>
<i>Control with Flowol 4.0</i>	<ol style="list-style-type: none"> <li>1. Flowcharts – types of symbol &amp; uses.</li> <li>2. Sequencing – order of instructions.</li> <li>3. Sensors – taking an input into a program.</li> <li>4. Subroutines – breaking down programs.</li> <li>5. Actuators – controlling program outputs.</li> <li>6. Variables – storing data within a program.</li> </ol>	<p>Computational thinking.</p> <p>Applying logic. Creation of flowcharts. Testing &amp; reviewing programs.</p>	<p>One homework.</p> <p>End of unit assessment portfolio.</p> <p>Verbal feedback in lesson.</p> <p>Self assessment in progress booklets.</p>	<p>Links to Computational Thinking in Year 8 and with regards to sequencing and the use of subroutines and variables - Scratch in Year 7, Python in Year 8 and Year 9. Also GCSE Component 02 Fundamentals.</p>



# Year 7 Music Overview

Intent – the Big Picture: Music at year 7 should introduce the musical elements and lay the foundations of musical skills and knowledge needed to students to be able to access the National Curriculum for music, which is based around having opportunities to perform, compose and appraise music in a wide range of styles and on a wide range of instruments. Students should develop a passion for music, and this should be kept engaging through

## Implementation:

Students have a one hour lesson of music per week. Each half term students change topic. The first topic they study focusses heavily on developing their knowledge of the musical elements. Each following topic further broadens this knowledge through a different context, changing genre and instrument. There is also a different skills focus each half term, and this rotates between solo and ensemble performance or composition.

## Impact:

Throughout KS3, all students will

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Unit	Knowledge	Skills	Assessment	Links
<i>Building Bricks: The Musical Elements</i>	<i>Introduction to the musical elements: Melody, harmony, tonality, form &amp; structure, dynamics, sonority, texture, tempo, rhythm, metre. Reading and creating graphic scores The composer Mussorgsky, and his works "Pictures at an Exhibition"</i>	<i>Compositional skills Composing to a stimulus (a picture)</i>	<i>Listening tasks identifying the musical elements Final performance of composition task – how well does it fit the stimulus?</i>	<i>The musical elements are essential knowledge for all future topics. Composing to a stimulus: GCSE AoS3 &amp; AO2 Mussorgsky: GCSE AoS1 &amp; AO4</i>
<i>African Drumming</i>	<i>Musical elements focus: rhythm, metre, tempo, texture, dynamics and form &amp; structure History of African Drumming Using rhythmic notation</i>	<i>Djembe drumming Composition skills: using rhythmic devices, dynamics and composing with a clear sense of structure</i>	<i>Drumming games identifying changes in rhythm Final performance of composition task – how well have musical devices and structure been used?</i>	<i>Composing using musical devices and structure: GCSE AO2 African Drumming: GCSE AoS2 &amp; Religious Philosophy (cross curricular)</i>
<i>Ukulele Band</i>	<i>Musical elements focus: Melody, harmony, form &amp; structure, tempo, rhythm How to effectively perform as part as an ensemble. Reading chord diagrams &amp; TAB notation</i>	<i>Performing within a ukulele ensemble Selecting appropriate repertoire</i>	<i>Peer assessment Final performance of ukulele ensemble Assessment against a simplified version of the EDUQAS ensemble performance criteria</i>	<i>Popular Music: GCSE AoS4 Ensemble performance: GCSE AoS2 &amp; AO1 Chord diagrams &amp; TAB notation: GCSE AO3</i>
<i>Film Music 1</i>	<i>Musical elements focus: Melody, tempo, rhythm, metre Reading staff notation Key signatures The composer John Williams and his works, in particular his use of the leitmotif</i>	<i>Reading staff notation Solo performance of film music themes on keyboard Appraising skills – how can music create a mood?</i>	<i>Peer assessment Final performance of film music themes Assessment against a simplified version of the EDUQAS solo performance criteria</i>	<i>Film Music: GCSE AoS3 Solo performance: GCSE AO1 Staff notation: GCSE AO3 Appraising skills: GCSE AO4</i>
<i>Songwriting 101</i>	<i>Musical elements focus: Melody, harmony, tonality, form &amp; structure, sonority, rhythm Key features of pop songs Verse / Chorus form The pentatonic scale Chord sequences How to use GarageBand</i>	<i>Compositional skills Musical technology Lyric writing</i>	<i>Peer assessment Final composition of pop song on GarageBand Assessment against a simplified version of the EDUQAS composition criteria</i>	<i>Popular Music: GCSE AoS4 Composition: GCSE AO2 Composing using the pentatonic scale, chord sequences and balanced melodies: GCSE AO3</i>
<i>Find Your Voice</i>	<i>Musical elements focus: Melody, harmony, dynamics, tempo Vocal warm ups Singing in unison and harmony</i>	<i>Performance skills (singing) Ensemble performance skills</i>	<i>Whole class performance – how well can you hold your part within a vocal ensemble?</i>	<i>Popular Music: GCSE AoS4 Ensemble performance: GCSE AO1 Singing in unison and harmony: GCSE AO3</i>



# Year 7 RP Overview

**Intent – the Big Picture:** KS3 RP follows the guidance outlined in the Shropshire Agreed Syllabus (SAS). There is a focus this year on ‘Making sense of Belief’. Students will be equipped with the knowledge needed to identify, describe, and explain key beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary. Through a variety of topics based around core beliefs they will be able to explain how and why these beliefs are understood in different ways, by individuals and within communities. They will also begin to recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

## Implementation:

Students have 1 hour per week of RP. There are five units of work across the year, building on knowledge gained at KS2

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

## Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their tracking sheets for guidance (on their learning journeys). They will be able to verbalise how they have made progress and what skills they need to focus on to further improve.

Students will improve their knowledge of key religious beliefs: they will be able to explain these with confidence in written answers and will be able to link to key religious teachings.

Unit	Knowledge	Skills	Assessment	Links
<b>Topic One</b> What is belief?	<b>Students will know</b> <ul style="list-style-type: none"> <li>The difference between belief, fact and opinion</li> <li>What is meant to have faith</li> <li>The origins of the Judaism, Christianity and Islam</li> <li>Christianity: denominations, Importance of Jesus, Holy Book, Key teachings</li> <li>Islam: Three central beliefs (tawhid, risalah and akhirah) The Five Pillars of Islam</li> </ul>	Ability to identify, state and describe differing beliefs Ability to explain beliefs in relation to specific teachings/scripture Ability to make comparison of differing beliefs and religions	Ongoing formative assessment, knowledge checker activities, GCSE question end of unit assessment  (GCSE AO1)	Builds on prior knowledge from KS2 and ensures gaps in knowledge about the Abrahamic faiths are filled.  SAS link: 3.4, 3.5, 3.6, 3.7, 3.10, 3.12, 3.13, 3.14
<b>Topic Two</b> Symbolism	<b>Students will know:</b> <ul style="list-style-type: none"> <li>What is meant by symbolism and how symbols can be interpreted differently</li> <li>The meaning of religious symbols; The Cross in Christianity, The Crescent moon and star in Islam and the Trimurti in Hinduism</li> <li>Christmas symbols</li> <li>Symbolic rituals (baptism, Muslim birth rites)</li> </ul>	students will develop skills of interpretation	Ongoing formative assessment and knowledge checker  (GCSE AO1)	Builds a foundation for links to rituals and festivals in year 8  SAS link: 3.1, 3.9, 3.18
<b>Topic Three</b> The Nature of God	<b>Students will know:</b> <ul style="list-style-type: none"> <li>Does God exist? Arguments for and against the existence of God</li> <li>Christian images of God and what they tell us about the nature of God</li> <li>Christian beliefs about God: Trinity</li> <li>Muslim beliefs about God: 99 names</li> </ul>	Students will develop their ability to structure effective arguments, using evidence to support opinions	Ongoing formative assessment, GCSE question and end of unit assessment  (GCSE AO1)	Builds on topic 1 and prior knowledge from KS2, links to evil and suffering topics in year 9  SAS link: 3.1, 3.3, 3.6, 3.16
<b>Topic Four</b> Life after death	<b>Students will know:</b> <ul style="list-style-type: none"> <li>What do people believe about life after death? (both religious and non religious beliefs) and how it impacts on their life</li> <li>Christian beliefs – why they believe in life after death (links to crucifixion/sin/salvation). What they believe happens when you die.</li> <li>Muslim beliefs about the afterlife and the role of angels</li> </ul>	Further develop ability to identify, state and describe differing beliefs Further develop their ability to explain beliefs in relation to specific teachings and scripture	Ongoing formative assessment, and a peer assessed activity  (GCSE AO1)	Links to year 8 units  SAS link: 3.3, 3.6, 3.9, 3.14, 3.15
<b>Topic Five</b> Worship	<b>Students will know:</b> <ul style="list-style-type: none"> <li>What worship is, why it is important and the main reasons for prayer</li> <li>Christian prayer positions – differences between denominations</li> <li>How Muslim prayer (salat) is inducted – rak’ah, Jummah, prayer at home and in the mosque</li> </ul>	Develop ability to explain and make comparisons between religions	Ongoing formative assessment  (GCSE AO1)	Links to Year 8 unit – symbolic actions  SAS link: 3.10