

SDCC Curriculum on a Page and Assessment Criteria Year 7

Introduction

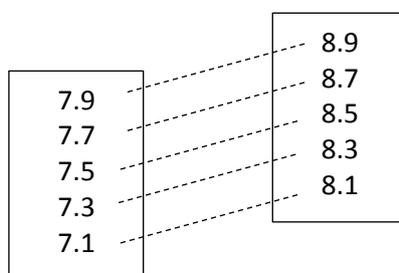
During Key Stage 3 (Years 7 and 8) students study a range of subjects that provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications.

The Key Stage is divided into two yearly blocks each with its own set of knowledge and skills that students need to master. The more fully they master this learning, the better their preparation for the following year's work and the better equipped they will be for Key Stage 4 when they start their exam courses.

As students progress through Key Stage 3 they are assessed according to how well they have 'mastered' each subject's learning for the year. In Year 7 students are graded from 7.1 up to 7.9, where 7.9 indicates a total mastery of the year's work. Reports through the year provide information about the grade the student is expected to achieve at the end of Year 7.

In Year 8, students are graded from 8.1 to 8.9. Each year the grading reflects how secure they are in the knowledge and skills for that year's work.

Most students will tend to follow a 'flat path' as they move through the key stage – in other words a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8. This does NOT mean that the student is standing still in their learning – indeed as the level of challenge increases year-on-year this would indicate that the student is consistently stepping up and keeping pace with the new learning that is being covered.



However, progress is rarely exactly linear and parents should not be concerned if at one reporting point there is a slight drop in the grade. Such a drop would just indicate that the student has found that part of the course more challenging and that they therefore may need a bit more help and support to understand the work at that time. Teachers will be closely monitoring the progress of students and if this should occur, will intervene in lessons to help them quickly get back on track.

Year 7 Art

Curriculum

- Year 7 in art is split into two major projects: India Connections and Art and Narrative. Both projects have a specific art skill/technique underpinning the art work.
- India Connections explores traditional Indian art linked to Hinduism and specifically rangoli patterns. The art skill/technique for this project is colour mixing with acrylic paint.
- Art and Narrative explores how illustrations enhance a narrative. The project uses Dartmoor as inspiration and the many myths associated with this local national park. The art skill/technique for this project is line rendering with fine liners leading to etched intaglio prints.

Term 1 – Formal Elements then India Connections

Term 2 – India Connections then Art and Narrative

Term 3 – Art and Narrative including HL project

Assessment Criteria

Grade	Criteria Description
7.8 – 7.9	Assured ability to thoughtfully research the work of artists/cultures/other sources which relate to the art project and personal ideas.
	Assured ability to successfully control some art materials to a good standard. Control of other art materials could be developed.
	Assured ability to accurately observe is shown in drawings. Drawings demonstrate the ability to add detail and use tone/shading/texture to create some 3D effects.
	Recording of the creative process in sketchbooks is clear and detailed with headings, labels and annotations helping to explain each activity. Annotations are descriptive and presentation is always appropriate to the content of the page. Specific art vocabulary is used consistently and understanding is evident.
	Assured ability to create individual planned outcomes that show influence from artist/cultural research, experiments and own ideas. Outcomes completed to an excellent standard and show ideas have gone through a refinement process.
	7.5 – 7.7
7.5 – 7.7	An ability and control in the use of a range of art materials in particular: acrylic paint, pencils, coloured crayons, fine liners and print processes. Accuracy and refinement could be improved.
	An ability to draw accurately, which may be inconsistent. Some ability to pay attention to detail and use tone to create a 3D effect.
	Recording of the creative process in sketchbooks is clear with headings, labels and annotations helping to explain each activity. Annotations are becoming descriptive. Specific art vocabulary is used regularly.

	<p>An ability to create individual planned outcomes that shows influence from artist/cultural research, experiments and own ideas.</p> <p>Outcomes are completed to a good standard.</p>
7.4 – 7.3	Some ability to collect basic information about an artist/cultures artwork
	Some ability to use a range of materials including acrylic paint, pencils, coloured crayons, fine liners and print processes, but more control may be needed.
	Some ability to draw images from observation, some effort shown with tone and addition of detail/s.
	Recording of the creative process in sketchbooks is mostly clear with headings and labels and basic annotations helping to explaining each activity. Specific art vocabulary is used sometimes. Pages in the sketchbook are sometimes incomplete.
	Some ability to create individual planned outcomes that show influence from artist/cultural research, experiments and own ideas.
7.2 – 7.1	A developing ability to collect basic information about an artist/cultures artwork.
	A developing ability to use a range of materials. Picking up new techniques is challenging.
	A developing ability to draw images from observation. Attempts made to add tone and some details.
	Recording of the creative process in sketchbooks is mostly clear with headings and labels and basic annotations helping to explain each activity. Specific art vocabulary is used sometimes. Pages in the sketchbook are sometimes incomplete or rushed.
	A developing ability to create individual planned outcomes that show influence from artist/cultural research, experiments and own ideas. Outcomes could be roughly finished and rushed.

Year 7 Drama

Curriculum

Autumn Term

What we will be learning (Subject knowledge)

Building Groups/Improvisation/Responding to a Stimulus

- Group trust and cooperation
- Awareness and understanding how groups work; roles within groups
- Practical improvisation skills – learning to unblock their creativity.
- Creating and sustaining a role
- Responding to a stimulus
- Understanding C.R.E.S.S - A strategy to provide meaningful feedback to support progress

How we will be learning (Learning approaches including Learning Habits)

Students will learn by applying Howard Gardner's 5 Minds for the Future. In this term students will be mainly applying:

Disciplined, Synthesising, Creative, Respectful and Ethical frames of mind:

- Overcoming frustration and difficulty
- Taking considered risks
- Empathising with feeling and views
- Distilling what you have learned and what you need to know;
- Talking about how you have been learning
- Ask questions to get below the surface
- Managing distractions and sustaining concentration
- Effective use of time
- Noticing details and nuances
- Listening to understand

Try This at home:

- Organise trips to the theatre, read theatre reviews to gain a sense of the language used. Participate in extra-curricular activities.
- Use reading lists set out by your teacher, to ensure that you come with a wider understanding of the theatrical world in which you will be studying.
- Regularly read a variety of publications e.g. national papers to expand your knowledge of the current social and political events

Spring Term

What we will be learning (Subject knowledge)

Masks in Performance/Antigone

- Classic structure of tragedy including the role of the chorus and the unities of time, place and plot.
- How Greek tragedy presented the themes of injustice and social concern.
- The dramatic art of role play.
- Comment on how writers convey setting, character and mood
- Work as part of an ensemble — acting and reacting to others
- Understanding C.R.E.S.S - A strategy to provide meaningful feedback to support progress
- Understand the rules of using masks in performance
- Develop mask performance skills
- Develop skills to build masked characters

How we will be learning (Learning approaches including Learning Habits)

Students will learn by applying Howard Gardner's 5 Minds for the Future. In this term students will be mainly applying:

Disciplined, Synthesising, Creative, Respectful and Ethical frames of mind:

- Working effectively with others
- Making revisions and changes
- Overcoming frustration and difficulty
- Taking considered risks
- Recognising relevance
- Distilling what you have learned and what you need to know;
- Talking about how you have been learning
- Ask questions to get below the surface
- Managing distractions and sustaining concentration
- Effective use of time
- Noticing details and nuances
- Listening to understand

Try This at home:

- Organise trips to the theatre, read theatre reviews to gain a sense of the language used.
- Participate in extra-curricular activities.
- Research into the history of masks
- Watch some examples of interpretations of Greek theatre past and present

Summer Term

What we will be learning (Subject knowledge)

Storytelling/Shakespeare

- Storytelling – why and how we tell stories?
- Yes and... approach to learning
- How Shakespeare has shaped the character of King John/Hamlet
- Understand the narrative flow of Shakespeare's plotting
- Explore through performance Shakespeare's language
- Understand the central idea of the play, explore how this could be realised on stage
- Explore the role of the director and designer

How we will be learning (Learning approaches including Learning Habits)

Students will learn by applying Howard Gardner's 5 Minds for the Future. In this term students will be mainly applying:

Disciplined, Synthesising, Creative, Respectful and Ethical frames of mind:

- Working effectively with others
- Making revisions and changes
- Overcoming frustration and difficulty
- Taking considered risks
- Recognising relevance
- Distilling what you have learned and what you need to know;
- Talking about how you have been learning
- Ask questions to get below the surface
- Managing distractions and sustaining concentration
- Effective use of time
- Noticing details and nuances
- Listening to understand

Try This at home:

- Organise trips to the theatre, read theatre reviews to gain a sense of the language used.
- Participate in extra-curricular activities.
- Watch versions of the Shakespeare text in performance
- Read some traditional and contemporary stories

Assessment Criteria

Grade	A01 – Creating. You.....	A02 – Performing. You.....	A03 – Knowledge	A04- Responding You.....
Mastery 7.9	<ul style="list-style-type: none"> show a good sense of organisation when creating performances and lead and encourage other students. use drama vocabulary regularly with a clear understanding. are never distracted and are applied to tasks at all times. use several conventions successfully. 	<ul style="list-style-type: none"> have created a character that is different to yourself successfully. appear confident on stage and you never come out of character role/s are essential to the performance use an extensive range of skills and emotions that are played well 	<ul style="list-style-type: none"> Freeze Frame, Performance Skills, Role play, Mime, Improvisation, Stimulus, Thought Tracking, Cross-cutting/Split-Screen, Status, Mask conventions, Narration, Bodies as props, Multi-roling. Direct Address stage positioning, configurations, 2 forms of staging. 	<ul style="list-style-type: none"> Can identify and explain the strengths and weaknesses of a performance Begin to use subject specific vocabulary are able to evaluate as you work using CRESS Using CRESS you can begin to write, analyse and evaluate.
Mastery 7.8	<ul style="list-style-type: none"> can demonstrate a high degree of insight and sensitivity in working in a group to produce a performance. contribute ideas regularly and at times direct other students. use drama vocabulary and show a clear understanding of it. include conventions. shows reasonable attempts at using imagination performance experience or experience of others to enable the creative process. 	<ul style="list-style-type: none"> have an essential role show more than one emotion during the play. are able to stay in role throughout your performance can perform a role creatively with originality to communicate your ideas use relevant conventions clearly within your performance. 	<ul style="list-style-type: none"> Freeze Frame, Performance Skills, Role play, Mime, Improvisation, Stimulus, Thought-tracking, Cross-cutting/Split-Screen, Status, Mask conventions, Stage position. 	<ul style="list-style-type: none"> can identify strengths and weaknesses of your own performance and others and clearly explain why. can suggest intelligent ideas to improve. recognise the role of the director use CRESS to explore personal impressions.
Secure 7.5-7.7	<ul style="list-style-type: none"> can organise yourself in rehearsals and you respond to ideas in your group. use drama specific words to communicate your ideas throughout the devising process. use at least one relevant device/convention successfully. 	<ul style="list-style-type: none"> can apply and adapt an extensive range of skills. have a clear role that experiences more than one emotion. maintain your role use relevant conventions in your performance. to attempt to perform a role different to yourself. 	<ul style="list-style-type: none"> Freeze Frame, Performance Skills, Cross-Cutting/Split-stage, Thought-tracking, Stage positioning 	<ul style="list-style-type: none"> can identify strengths and weaknesses in your own performance and in other peoples' work. can suggest ideas for improvement. begin to convey understanding through your reflections.
Working Towards 7.3-7.4	<ul style="list-style-type: none"> show some ability to organise yourself. contribute basic ideas occasionally. take responsibility for your role in the group. 	<ul style="list-style-type: none"> are able to be seen and heard on stage. can apply and adapt appropriately a good range of practical skills. attempts with some success to use space and movement to reveal relationships and situations. 	<ul style="list-style-type: none"> Mime, Freeze Frame, Improvisation skills. 	<ul style="list-style-type: none"> can discuss your own strengths and weaknesses. can identify some strengths and weaknesses within the group. know and have a basic understanding of CRESS
Working Towards 7.1-7.2	<ul style="list-style-type: none"> are able to stay with your group and work through challenges together. are able to listen to other peoples instructions. are able to carry out simple instructions. begin to develop imaginative responses. 	<ul style="list-style-type: none"> can apply basic practical skills have a clear role can communicate simple emotions with some understanding. can use at least 2 performance skills. 	<ul style="list-style-type: none"> Recall all 5 performance skills. 	<ul style="list-style-type: none"> can watch a performance and give a basic opinion. can comment on what you did well and recognise challenges faced.

Year 7 English

Curriculum

During Year 7 students study four topic areas that are designed to hone writing skills and begin to develop the analytical and evaluative reading skills that underpin the GCSE courses in English Language and English Literature.

Students are assessed under six Assessment Objectives (AOs) that link to the key skill areas they must master for success at GCSE.

- AO1 - Read, understand and respond to texts to develop an informed personal response and critical style; identify and interpret explicit and implicit information and ideas; select and synthesise evidence from texts, using evidence/quotation to illustrate interpretations.
- AO2 - Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3 - Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.
- AO5a - Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.
- AO5b - Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.
- AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Each unit of study in year 7 has a key Assessment Objective (AO) that provides the focus for the unit. Teachers monitor students' work with this focus in mind and adjust planning and support around this.

Year 7 Non-Fiction Writing: Writing Spies

Key Assessment Objective for this unit is:

AO5a – communicate effectively and clearly, selecting the appropriate style and adapting choices of vocabulary and structure to non-fiction writing for different purposes.

Assessment - a piece of review writing bringing together informative and persuasive techniques.

Year 7 Understanding Literary Context: Cultural Stories

Key Assessment Objective for this unit is:

AO1 – Summarise and synthesise information from a range of texts, including making observations about the similarities and differences between attitudes and ideas in a well-known story from Greek Legend and a selection of Old and New Testament Bible Stories which are referred to in texts we will study at GCSE.

Assessment – a group performance of a story (oral feedback will be given after the performance)

Year 7 Creative Writing: The Hobbit – Fantasy Writing

Key Assessment Objective for this unit is:

AO5a - Communicate clearly, effectively and imaginatively, borrowing ideas and techniques from Tolkien to improve the range and impact of writing.

Assessment: a section of a fantasy story.

Year 7 Novel Study: Oliver Twist

Key Assessment Objective for this unit is:

AO3 – Explore how Dickens' ideas and perspectives reflect the context in which they were written.

AO5a – Write a well-structured and imaginative piece inspired by Dickens' content and/or style.

Assessments: a short analysis of Dickens' technique and how he shows his views about life at the time; a piece of writing based on Dickens' style and ideas which introduces a character.

Alongside the units of study, students will have one lesson per week to help them extend their wider reading of literary texts, improve vocabulary and practice writing in a variety of contexts. This allows us to focus further on these key areas which are so valuable for helping students prepare for the challenging content of the GCSE course.

Assessment Criteria - Reading Skills

SKILLS (linked to AOs)	7.1 – 7.2 Emerging	7.3 – 7.4 Developing	7.5 Secure	7.6 - 7.7 Secure	7.8 – 7.9 Mastery
AO1 I use quotations from texts to support my ideas.	With help, I can highlight bits from the text. Sometimes I can copy these into my book.	I am able to select and copy relevant bits from texts, but sometimes I forget to put quotation marks around them. Sometimes I copy out really long bits so it's difficult to work out what I mean.	I pick short, relevant quotations to back up my ideas.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.	I embed quotations to help the reader follow my argument.
AO2 I can refer to quotations to analyse and explore language and structure.	With help, I can talk about obvious things in the text, such as who are the bad characters and what they have done wrong or what the text is for.	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.	I am easily able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word and analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.	I use terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.
AO2 I can write about how language and structure influences me as the reader.	When questioned, I can sometimes show understanding of texts and how I feel about them.	Sometimes I am able to write about how certain words used by the writer make me feel.	I can write about how these choices in language and structure influence me as a reader.	I am able to say how the writers' choices influence me, but also to write about alternative connotations and alternative interpretations of the text.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.
AO2 I can write about why the writer may have written the text as they did and evaluate its effect and impact on me the reader.	With help, I can sometimes think about why the text is good and what I might do to make it even better.	Sometimes I am able to explain what the writer was trying to get across in the piece.	I show that I understand about the issues and messages in the text and what I think of these.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.
AO3 I can write about how the time and place influences how the piece was written and what people thought of it.	With help, I can sometimes think about what was going on at the time the piece was written.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time the piece was written and how people [and I] might respond to it differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.

Assessment Criteria - Writing Skills

SKILLS (linked to AOs)	7.1 – 7.2 Emerging	7.3 – 7.4 Developing	7.5 Secure	7.6 - 7.7 Secure	7.8 – 7.9 Mastery
AO5a I write with imagination and thought and write for purpose and reader in the correct form.	With help, I am able to write down my own ideas.	Part of my writing is in the correct form and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.
AO5a I select the best and most powerful vocabulary.	With help, I can choose the right words to use.	Some of the words I use are the right ones for the task, but sometimes I use slang when I shouldn't and it sounds like I am talking.	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. My words are carefully chosen for a specific effect.	My vocabulary is flawlessly chosen and pieces are never over-written.
AO5a I am able to write my own piece based on another text.	With help, I am sometimes able to make my writing look like other pieces that the teacher has shown me.	I am able to take some ideas from what we have been studying to help me with my own writing – especially what it should look like.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to devaluate what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy emulating other writers, sometimes even improving upon them!
AO5b I arrange my writing in the best order, making sure paragraphs work effectively	With help, I am sometimes able to write more than one sentence, one after the other, on the same topic.	Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and an end and I can do this without help.	My writing is paragraphed and in a logical order and I often use conjunctions accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed and I use conjunctions to help guide my reader.	My work is well planned and my use of conjunctions creates cohesion and maintains interest. I use paragraphs deliberately for effect.
AO6 I use the correct spellings.	Sometimes I spell short, simple words correctly.	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.	Commonly used words are spelt correctly all the time. I don't make many mistakes with common homophones.	My spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are no mistakes in my spelling - even of highly complex words and homophones.

Year 7 Geography

Curriculum

Autumn Term – Blue Planet

Students will explore how environmental, social and economic factors have impacted on our World. Students will be looking very relevant concerns such as:

- The impact of plastic on our fragile environment and the detrimental impact it is having on our wildlife and humanity.
- Students will explore the World's seas and oceans, they will be aware of the fundamental differences between the two. Students will be aware of the threat of sea level rising and the impact that will have socially and economically.
- Students will look at coral reefs and how they are changing and being destroyed due to the disregard for the environment.
- Students will have the opportunity to see the Maldives through the lens of an eco-tourists, they will learn what an eco-tourist is before finding out the positives associated with this.

Spring Term - India

Students will find out where India is, What an economy is and how it is impacting on the lives of people who live in India. Students will explore the following exciting issues:

- How is India similar to the UK and in what ways is it different?
- What is India like- focusing on aspects such as climate, economy, jobs, education and housing
- We explore why so many young adults are moving into cities, the kind of companies which are generating high volumes of employment and what is happening to the older generations who remain in the countryside (rural locations)
- What a superpower is and why is India becoming one.
- City Life in India compared with rural life. What are the differences and similarities?

Summer term part one Fantastic Dartmoor

Students will be focusing on Physical geography such as landscapes and local Geography. They will primarily be looking at:

- What is Dartmoor National Park and what are the aims?
- What is so special about Dartmoor?
- Who are the key players- how do they affect one another? What conflicts might exist?
- Management techniques- how can it be managed and sustained for the future?
- The idea of natural vs man made landscapes- Is Dartmoor a theme park?
- Mapskills linked to this work

Field trip to Dartmoor will take place over a morning. 7y and 7x will visit on two different days.

Summer term part two - Brilliant Brazil

What we will be learning (Subject knowledge)

- Locational Geography- Where is Brazil- Regional, Local, Global Scale and the use of maps
- What is Brazil like and describing its characteristics
- What is life like in Brazil, with a focus on tribal activity and indigenous tribes
- Location of tropical rainforests as an ecosystem and what they are like
- How do animals and plants adapt to survive in these conditions
- Threats that exist in the Tropical Rainforest focusing on logging, deforestation and cattle ranching.
- Destruction of the Amazon- Is Ronald McDonald to blame?
- How we will be learning (Learning approaches including Learning Habits)
- Making links with the real world
- Discussing Learning
- Making Revision
- Time effective

Assessment

Students will be required to do a short 'capture assessment' half way through the unit. The teacher will focus on a particular skill, which will be made clear to the students and the teacher will then assess how well this skill has been demonstrated through the assessed piece. At the end of each unit, students will be given a more comprehensive assessment.

Assessment Criteria

Grade	Knowledge	Understanding	Geographical enquiry and skills
7.1-7.2	Has simple and limited knowledge about individual places and environments.	Shows basic understanding using simple description. Can identify similarities and differences and simple patterns in the environment.	Uses basic skills with limited accuracy to investigate places and environments. Asks and answers basic questions, makes simple observations, using sources such as simple maps, atlases, globes, images and aerial photos.
7.3-7.4	Has begun to develop knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Limited and incomplete understanding of places; how and why they are similar and different, and how and why they are changing. Some understanding of the links between places, people and environments.	Able to investigate places and environments with limited accuracy, by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.
7.5-7.6	Has more detailed knowledge of the world, including globally significant physical and human features.	Accurate and appropriate understanding of places; how and why they are similar and different, and how and why they are changing. Clear understanding of the links between places, people and environments.	Carries out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can construct coherent arguments to draw conclusions supported by evidence. They explain their opinions, and recognise why others may have different points of view.
7.7-7.8	Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. Very good understanding of complex interactions and the impact such links have on people and environments.	Able, with increasing independence, to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. They can construct sustained and convincing arguments and express and engage with different points of view.
	Has a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.	Deeper and more perceptive understanding of the processes that lead to geographical changes and the multilinked nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and applied understanding.	Able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material

Year 7 History

Curriculum

The History curriculum is organised around a series of “big” questions that link learning over time. This allows students to deploy their knowledge to weigh up key concepts such as cause and consequence, similarity and difference, change and continuity, and significance. Students gain knowledge of the various time periods and use it to challenge themselves in one main assessed task per term. All assessments are designed to build the key skills required to study History at GCSE.

Winter Term:

- Britain before 1066: When was Britain at its best?
This topic looks at Britain from the Stone Age to the years prior to the Norman Conquest. Students are expected to make links between the periods to determine at what point British society “peaked.”
- Assessment 1 – Historians’ interpretations of why Hadrian’s Wall was built
- Why did William win the Battle of Hastings? This topic focuses on causation and the ability to weigh up long-term vs short-term reasons. Students will also study life under the Normans, including their use of castles to control England.

Spring Term

- Who had the power in Medieval times? King? Church? Lords? Peasants?
This topic explores the key political and social events of the Medieval period 1066-1485, including the Feudal System, Thomas Becket, the Crusades, King John and Magna Carta, the Black Death, the Peasants’ Revolt, the Princes in the Tower and the Wars of the Roses
- Assessment 2 – What really caused the Peasants’ Revolt of 1381?

Summer Term

- Why did Henry VIII Break with Rome?
Students investigate Henry’s reasons for causing such religious turmoil in England in the 1530s, weighing up power, love, religion and money.
- Assessment 3 - Why did England defeat the Spanish Armada?
Students investigate the reasons for the Spanish invasion, as well as the reasons for its defeat.
- What was the impact of the English Civil War?
This topic covers the period from the death of Elizabeth up to the execution of Charles I and the rule of Oliver Cromwell. Their main focus is on why the Civil Wars happened, and the consequences of the wars for the people of England, Ireland and Scotland. This topic is also covered in the GCSE specification. There will be a focus on local history too, with students having the opportunity to investigate the impact of the Civil Wars in Devon.

Assessment Criteria

Grade	Knowledge	Understanding and Skills
7.1 – 7.2	<ul style="list-style-type: none"> Basic knowledge of the topics and with support, can recall key words such as names and facts but may still muddle the meanings of words. 	<ul style="list-style-type: none"> Understands history as a story but cannot yet organise the story themselves. Limited understanding of why and how things are caused but doesn't understand there is more than one way to view the past. May struggle to describe simple differences between past and present. Basic chronological understanding but struggles to place an event or person on a timeline.
7.3 – 7.4	<ul style="list-style-type: none"> Simple historical knowledge using terms relevant to the period but still struggles to make a coherent description of the period using them. 	<ul style="list-style-type: none"> Structure is limited when creating simple stories. Basic understanding that there are different interpretations and can make simple judgements about them. Recognise need for evidence but cannot understand the value of various sources. Understands some things happen a long time ago but talk about different periods in isolation. Learners show a basic understanding of causation and possibly an even more basic understanding of consequence.
7.5 – 7.6	<ul style="list-style-type: none"> Sound historical knowledge using key terms confidently within different situations although with some minor errors at times. 	<ul style="list-style-type: none"> Limited narrative using some supporting evidence but with minimal detail and organisation. Simple descriptions of different interpretations and recognition that history is made up of different stories. Recognise the need to interrogate sources to find out about the past as well as the concept of hindsight possibly with basic comments on reliability. Simplistic identification and description of some changes in the period. Identifies a range or causes and can start to categorise them in a separate and unconnected way with consequences seen as the only possible outcome of the causes.
7.7 – 7.8	<ul style="list-style-type: none"> Good historical knowledge with confident use of historical terms used mainly in the correct context. Occasional confusion when moving between time periods 	<ul style="list-style-type: none"> Descriptive narrative with some development and begins to introduce supporting evidence. Appreciates the difference between sources but with a limited understanding of reliability and only a basic approach to handling provenance. elects and describes key features of interpretations and starts to consider the message and in a very limited fashion the purpose of the source. Categorises causes with some confidence and can make links in a simple manner with a simple understanding of significance. Change described using specific period features.
7.9	<ul style="list-style-type: none"> Exceptional recall of taught subject knowledge and shows some evidence of independent research. Consistent and correct use of historical terms and an awareness of contextual use. 	<p>Grade 8+</p> <ul style="list-style-type: none"> Evidence of analysis within narrative with accurate use of supporting evidence. Starting to talk about the extent and pace of change and starts to discuss its significance but still seeing it in a linear fashion or see it going beyond their time period. Can at a simple level consider the type, authorship and purpose of interpretations and analyse them at a very basic level. Simple inference about the past made based on evidence with some basic interrogation of source made.

Year 7 LEC

Curriculum

During Year 7 students study topic areas that are designed to develop reading skills and comprehension as well as hone writing skills and begin to develop the analytical and evaluative reading skills that underpin the GCSE courses in English Language and English Literature.

Students are assessed under six Assessment Objectives (AOs) that link to the key skill areas they must master for success at GCSE.

- AO1 - Read, understand and respond to texts to develop an informed personal response and critical style; identify and interpret explicit and implicit information and ideas; select and synthesise evidence from texts, using evidence/quotation to illustrate interpretations.
- AO2 - Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3 - Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.
- AO5a - Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.
- AO5b - Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.
- AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Similar to the English department, each unit of study in LEC year 7 has a key Assessment Objective (AO) that provides the focus for the unit. Teachers monitor students' work with this focus in mind and adjust planning and support around this.

Due to our focus on meeting the needs of and providing accelerated literacy progress for students with below age-related expectations, we work dynamically throughout the year. We do not follow a set order of units or for set amounts of time, instead responding to individual and group needs as we see fit. The two different LEC groups may focus on different skills and content at different times, driven by group interest and need. Throughout year 7, the following units may be explored:

Year 7 Fresh Start Phonics

Key Assessment Objective for this unit is:

AO1: Read, understand and respond to texts; identify and interpret explicit and implicit information and ideas; select and synthesis evidence from texts. We use a phonics

program specifically designed for secondary age students who may need a boost in their phonic knowledge in order to support reading. The program focuses on increasingly advanced phonic knowledge and application as well as daily paired reading and comprehension tasks.

Assessment: ongoing as part of daily reading, book marking for comprehension and in cases, 1:1 phonics assessments.

Year 7 Descriptive Writing

Key Assessment Objective for this unit is:

AO5a - Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.

AO6a – Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Developing creative writing skills by borrowing ideas and techniques from authors such as Tolkien to improve the range and impact of writing.

Assessment: a section of a fantasy story.

Year 7 Non-Fiction Writing

Key Assessment Objective for this unit is:

AO5a – communicate effectively and clearly, selecting the appropriate style and adapting choices of vocabulary and structure to non-fiction writing for different purposes.

Assessment - a piece of review writing bringing together informative and persuasive techniques.

Year 7 Context Study: Oliver Twist

Key Assessment Objective for this unit is:

AO3 – Explore how Dickens’ ideas and perspectives reflect the context in which they were written.

AO5a – Write a well-structured and imaginative piece inspired by Dickens’ content and/or style.

Assessments: a short analysis of Dickens’ technique and how he shows his views about life at the time; a piece of writing based on Dickens’ style and ideas which introduces a character.

In addition to these units, each lesson in the LEC begins with independent reading with books selected with guidance from an LEC teacher. Teachers support decoding and comprehension through 1:1 reading and students set their own home-learning reading target each day. For all of our children, there will be reading test in September, January and June to track progress in key decoding and comprehension skills. For most of our students, there will also be an end of year test in this term which tests all the skills covered over the year with content students have not encountered in lessons.

Assessment criteria - Reading Skills

SKILLS (linked to AOs)	7.1 – 7.2 Emerging	7.3 – 7.4 Developing	7.5 Secure	7.6 - 7.7 Secure	7.8 – 7.9 Mastery
AO1 I use quotations from texts to support my ideas.	With help, I can highlight bits from the text. Sometimes I can copy these into my book.	I am able to select and copy relevant bits from texts, but sometimes I forget to put quotation marks around them. Sometimes I copy out really long bits so it's difficult to work out what I mean.	I pick short, relevant quotations to back up my ideas.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.	I embed quotations to help the reader follow my argument.
AO2 I can refer to quotations to analyse and explore language and structure.	With help, I can talk about obvious things in the text, such as who are the bad characters and what they have done wrong or what the text is for.	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.	I am easily able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word and analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.	I use terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.
AO2 I can write about how language and structure influences me as the reader.	When questioned, I can sometimes show understanding of texts and how I feel about them.	Sometimes I am able to write about how certain words used by the writer make me feel.	I can write about how these choices in language and structure influence me as a reader.	I am able to say how the writers' choices influence me, but also to write about alternative connotations and alternative interpretations of the text.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.
AO2 I can write about why the writer may have written the text as they did and evaluate its effect and impact on me the reader.	With help, I can sometimes think about why the text is good and what I might do to make it even better.	Sometimes I am able to explain what the writer was trying to get across in the piece.	I show that I understand about the issues and messages in the text and what I think of these.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.
AO3 I can write about how the time and place influences how the piece was written and what people thought of it.	With help, I can sometimes think about what was going on at the time the piece was written.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time the piece was written and how people [and I] might respond to it differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.

Assessment Criteria - Writing Skills

SKILLS (linked to AOs)	7.1 – 7.2 Emerging	7.3 – 7.4 Developing	7.5 Secure	7.6 - 7.7 Secure	7.8 – 7.9 Mastery
AO5a I write with imagination and thought and write for purpose and reader in the correct form.	With help, I am able to write down my own ideas.	Part of my writing is in the correct form and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.
AO5a I select the best and most powerful vocabulary.	With help, I can choose the right words to use.	Some of the words I use are the right ones for the task, but sometimes I use slang when I shouldn't and it sounds like I am talking.	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. My words are carefully chosen for a specific effect.	My vocabulary is flawlessly chosen and pieces are never over-written.
AO5a I am able to write my own piece based on another text.	With help, I am sometimes able to make my writing look like other pieces that the teacher has shown me.	I am able to take some ideas from what we have been studying to help me with my own writing – especially what it should look like.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to devaluate what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy emulating other writers, sometimes even improving upon them!
AO5b I arrange my writing in the best order, making sure paragraphs work effectively	With help, I am sometimes able to write more than one sentence, one after the other, on the same topic.	Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and an end and I can do this without help.	My writing is paragraphed and in a logical order and I often use conjunctions accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed and I use conjunctions to help guide my reader.	My work is well planned and my use of conjunctions creates cohesion and maintains interest. I use paragraphs deliberately for effect.
AO6 I use the correct spellings.	Sometimes I spell short, simple words correctly.	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.	Commonly used words are spelt correctly all the time. I don't make many mistakes with common homophones.	My spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are no mistakes in my spelling - even of highly complex words and homophones.

Year 7 Mathematics

Curriculum

The KS3 Mathematics course has been developed to provide students with a strong grounding in the key knowledge and skills that they will need to be successful not only in their GCSE course but also in later life – in further and higher education and employment.

The Year 7 scheme of learning:

- builds on the work done by students during primary school
- has number at the heart of it, with a strong focus on reasoning and problem-solving
- provides students with the opportunity to work together as a whole group as they progress through the curriculum
- extends higher attaining students by providing challenges to deepen their understanding rather than having them simply rush onto the next topic.

Term One: What will we be learning?

Sequences

In this unit students will describe and continue sequences in diagram and number forms; both linear and non-linear sequences.

Understanding and using algebraic notation

This is a key unit in which students use letters to represent variables. They will use functions machine with numbers, bar models and letters. They will progress to forming and substituting into expressions including to generate sequences. Students will represent functions graphically.

Equality and equivalence

This unit focuses on developing understanding about which algebraic expressions are equivalent. Students will collect like terms. They will also form and solve one-step equations, including those involving negatives and fractions

Place value and ordering integers and decimals

Students will have opportunity to consolidate and extend their understanding of place value for decimals, measures and integers of any size. They will round numbers to the nearest 10, 100, 1000 and to one significant place. Some will progress to learn about standard form numbers.

Fraction, decimal and percentage equivalence

This unit focuses on converting between any fraction, decimal and percentage. Students will use these skills to help interpret pie charts.

Term Two: What will we be learning?

Solving problems with addition and subtraction

This unit includes work on addition and subtraction of integers and decimals. Students will solve problems in the context of perimeter, money and frequency trees and tables. Some will progress to adding standard form numbers.

Solving problems with multiplication and division

This is a key unit and includes work on the processes of multiplication and division (including formal written algorithms) and develops students understanding of the order of operations, Students apply their skills in a range of contexts including unit conversion, area, statistics, finding fractions and percentages of amounts, solve two-step equations.

Four operations with directed number

Students build their skills in working with negative numbers and applying the 4 operations to them. They will also look at the order of operations and how to apply it in multi-step calculations. Some will explore negative square roots.

Addition and subtraction of fractions

Students will learn the different models for interpreting fractions and will revisit equivalent fractions. They will also consolidate the skills of adding and subtracting fractions, including with different denominators. Students will also solve problems which involve adding a decimal to a fraction. Some will add and subtract simple algebraic fractions.

Term Three: What will we be learning?

Construction, measuring and using geometric notation

Students will build their skills in drawing/measuring angles and triangles accurately. They will learn about notation for angles. They will use mathematical language to describe properties of shapes.

Developing geometric reasoning

Students will learn the angle properties of triangles, quadrilaterals, at a point, on a straight line and in parallel line diagrams. They will apply their knowledge to find missing angles. Students will also explore angles in polygons.

Developing number sense

In this topic students will revisit mental arithmetic strategies, including using know facts to derive other facts e.g. given $7n = 150$, what is the value of $21n$?

Sets and probability

Students will learn about the probability of single events. They will use set notation and Venn diagrams, including to solve probability problems and to find HSC and LCM.

Prime number and proof

In this unit students will explore the different types of numbers, including by using prime factorisation as a tool. They will learn about powers and roots. They will also see how counterexamples can be used to disprove theorems and some will explore proof of angle rules.

Assessment

Informal assessment is ongoing in Mathematics and it informs our lesson planning.

We also assess students' progress more formally, using written assessment. These are scheduled for:

- Week beginning 10th December 2018
- Week beginning 1st April 2019
- Week beginning 25th June 2019

How will we be learning?

Our aim is that teaching is student led using inquiry, investigation and is driven with the use of learning habits to foster independent learners with a passion for maths. We endeavour to develop the intellectual maturity of our students to enable them to take risks and overcome the challenges that they encounter. Home learning is set weekly to consolidate and extend the learning in class.

The learning habits we use most are:

- Thinking: questioning, making links, hypothesising, rigorous/methodic, capitalising
- Strategic: making revisions, distilling
- Emotional: noticing details, overcoming frustration, taking risks
- Social: collaboration, imitation, independence

Try this at home

-  **MyMaths**: Use booster packs to enhance your progress. We recommend times table boosters, three boosters, four boosters and five boosters. Ask your teacher which is most suitable.
- Practise basic skills regularly. It's important that you know your times tables from 1 to 12, square numbers and number bonds to 10 and 100. E.g. what do we add to 37 to get to 100
- Use maths in real life: Take any opportunity to discuss the maths that is around you. Analyse your shopping bills to check VAT; investigate the effects of correct weighing while cooking.
- Extend your learning further: There are lots of problems to solve on nrich website <https://nrich.maths.org/8516>. Alternatively, why not try a Junior Maths Challenge paper <https://www.ukmt.org.uk/individual-competitions/junior-challenge/>

Assessment Criteria

Grade	Number	Algebra	Geometry	Statistics and Probability
7.1 – 7.2	<ul style="list-style-type: none"> • Order directed numbers • Round decimals to the nearest whole number. • Understand place value of whole numbers, up to one billion. • Use a concrete pictorial method for representing addition and subtraction (e.g. bar modelling). • Use standard column procedures to add and subtract decimals with up to two places. • Use the 4 operations (+, -, x, ÷) with whole numbers. • Solve money problems. • Define percentage as 'number of parts per hundred'. 	<ul style="list-style-type: none"> • Generate sequences from patterns • Understand that a letter represents a variable. • Use and interpret algebraic notation, (e.g. ab instead of $a \times b$). • Form simple algebraic expressions from word problems. • Calculate the input and output of single function machines 	<ul style="list-style-type: none"> • Draw and measure lines and angles using a ruler and protractor. • Understand parallel. • Recognise 2D polygons and describe the basic properties of a shape. • Know the definition of a regular and irregular polygon. • Calculate perimeters of 2D shapes. 	<ul style="list-style-type: none"> • Use words to describe probability.
7.3 – 7.4	<ul style="list-style-type: none"> • Round number to the nearest 10, 100, 1000. • Understand place value of decimals to hundredths. • Represent fractions and decimals using diagrams and number lines. • Simplify fractions by cancelling all common factors. • Compare and order fractions, decimals, negative numbers using the symbols =, \neq, $<$, $>$, \leq, \geq. • Multiply and divide decimals by 10, 100, 1000 • Use formal methods of multiplication and division, for calculations involving positive whole numbers. • Use the 4 operations applied to decimals and negative numbers • Add and subtract fractions with the same denominator. • Understand the vocabulary of prime numbers, factors, multiples, common factors, common multiples • Recognise how to find the factors of integers • Use a calculator to calculate accurately. 	<ul style="list-style-type: none"> • Continue sequences, linear and non linear, given in diagram and number forms • Simplify and manipulate algebraic expression to maintain equivalence by collecting like terms. • Use multi-step function machines • Substitute positive values into different formulas • Construct and solve linear equations involving one step. 	<ul style="list-style-type: none"> • Use notation for lines and angles. • Understand perpendicular. • Draw triangles given SSS, SAS, ASA. • Illustrate and interpret properties (e.g. equal length and angles) of triangles, quadrilaterals, circles and other plane shapes using appropriate terminology. • Be able to identify a shape through a list of properties. • Calculate areas of rectangles, triangles and parallelograms. 	<ul style="list-style-type: none"> • Use appropriate language and the 0-1 probability scale. • Understand & use median, mean and range. • Understand and use tables e.g. frequency trees.

7.5 – 7.6	<ul style="list-style-type: none"> • Round numbers to decimal places and to one significant figure. • Understand place value of decimals • Convert terminating decimals to fractions. • Interpret percentages as a fraction or as a decimal. • Convert between mixed numbers and improper fractions. • Multiply and divide in calculations including negative decimal numbers. • Identify HCF, LCM in context. • Recognise powers of 2, 3, 4, 5 • Find fractions and percentages of amounts. • Know and use the order of operations. • Add and subtract any fractions. • Recognise and use inverse operations. • Use estimation techniques, to approximate answers to complex problems. 	<ul style="list-style-type: none"> • Generate terms of a sequence from its term-to-term rule. • Substitute negative and fractional values into different formulas. • Using known facts derive other facts e.g given $7n = 150$, find $21n$. • Solve linear equations that involve multi-steps with positive solutions. 	<ul style="list-style-type: none"> • Apply the properties of angles at a point, angles of a straight line and vertically opposite angles. • Derive and use the sum of angles in a triangle and a quadrilateral. • Calculate missing angles in triangles and quadrilaterals. • Solve problems involving perimeter and area of rectangles and triangles. • Understand and use alternate and corresponding angles on parallel lines. 	<ul style="list-style-type: none"> • Record, describe and analyse the outcomes of simple probability experiments. • Understand that the probabilities sum to 1. • Understand and use tables e.g. distance charts and simple timetables. • Interpret pie charts to make conclusions.
7.7 – 7.8	<ul style="list-style-type: none"> • Round numbers to an appropriate number of significant figures. • Convert between any fraction, decimal and percentage. • Write numbers in standard form. • Order numbers written in standard index form. • Use factor trees and Venn diagrams to find HCF and LCM. • Confidently use all 4 operations for improper fractions and mixed numbers. • Express one quantity as a percentage of another 	<ul style="list-style-type: none"> • Describe a sequence using term-to-term rules • Solve linear equations with brackets and/or simple fractions • Simplify simple expressions involving index notation • Solve linear equations with an unknown on both sides of the equation and with brackets. 	<ul style="list-style-type: none"> • Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon. • Calculate the area of a trapezium. 	<ul style="list-style-type: none"> • Construct pie charts.
7.9	<ul style="list-style-type: none"> • Find HCF and LCM of algebraic expressions. • Add numbers in standard form. • Use a calculator to calculate with values in standard form. • Add and subtract simple algebraic fractions • Know that a positive integer has a positive and a negative square root. 	<ul style="list-style-type: none"> • Substitute fractional and negative values into complex an expressions • Define a geometric progression 	<ul style="list-style-type: none"> • Calculate the interior and exterior angles in any polygons and be able to use angles to work out the number of sides a polygon has. • Prove angle rules e.g. angles in a triangle. • Solve algebraic area problems. 	

Year 7 Modern Languages

Year 7 Music

Curriculum

In Key Stage 3 pupils will be assessed across 3 key strands that run across the curriculum:

- Performing
- Composing
- Appraising

Unit 1: What we will be learning (Subject knowledge)

The Popular Culture and Natural Instrument

- Introduction to the elements of music
- Introduction to singing and rap
- Discovering popular structures
- Lyric writing techniques
- Performance and confidence building
- Roles and routines for audience members

How we will be learning (Learning approaches including Learning Habits)

- Making links with popular music
- Discussing Learning
- Empathy – lyric writing
- Planning and Distilling
- Making Revision
- Noticing detail
- Time effective

Try This at home

Listen to different styles of popular music

Research Vocal Artists and Rappers

Unit 2: What we will be learning (Subject knowledge)

Musical Legends and Notations

- Introduction to Medieval and Classical Music
- Introduction to instruments
- Introduction to famous composers and performers
- What is notation?
- Why is notation used?
- How did notation develop?
- Introduction to different forms of notation including use of Sibelius
- Story telling in music and composition

How we will be learning (Learning approaches including Learning Habits)

Throughout KS3 students will learn through using a variety of teaching styles, these include individual, pair and group work, independent computer and group performance work. Active learning includes performing, composing and appraising.

All learning habits will be used at some point during the scheme of learning.

Try this at home

Listen to Medieval and Classical music

Unit 3: What we will be learning (Subject knowledge)

World Connections

- World music units an introduction into Indian and Asian cultures and music traditions
- Introduction to instruments and famous composers and performers
- Composition work focusing on scales and context
- Performance work focusing on
- Cross curricular Indian project with Art established through Diwali Day

How we will be learning (Learning approaches including Learning Habits)

- Making links with world music
- Discussing Learning
- Making Revision
- Time effective
- Noticing detail

Try this at home

Listen to Asian and Indian traditional and popular music

Research Instruments and Performers

Assessment

	<u>Performing</u>	<u>Composing</u>	<u>Appraising</u>
7.1	Perform with energy and enthusiasm.	Contribute lyrics to the group rap.	Compare and describe different genres of music.
7.2	Perform as an ensemble member.	Compose using verse chorus structure.	Listen and respond to performances.
7.3	Perform rhythmic phrases with a good level of accuracy.	Compose using hooks, verses, chorus and rhyme. Lyrics and structure will be written down and recorded.	Evaluate own and others compositions.
7.4	Perform with independence and confidence.	Compose using backing vocals.	Identify key elements of music.
7.5	Perform with small errors that are not noticeable and do not detract from the overall performance.	Compose using more advance rhythms.	Identify structures of music.
7.6	Perform a solo section and within a group confidently. Individual parts are well balanced.	Compose using extended structures and rhyming patterns.	Reflect and evaluate own performance and composition in detail.
7.7	A secure performance with no noticeable errors.	Compose using contrasting elements.	Evaluate others performance and composition in detail with ideas for progression.
7.8	A stylistic performance, securely in time with a sense of musicality.	Compose using stylistic devices.	Cultural understanding of genres and context.
7.9	A secure, stylistic performance which embraces interpretation and expression.	Compose utilising all available resources.	Evaluate role of Music in society.

Year 7 Physical Education

Curriculum

The Year 7 PE curriculum is made up of a range of sports and physical activities. Through these pupils will be taught and encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounder's and rugby)
- Develop their skills, techniques and performance in other competitive sports (for example, athletics and gymnastics)
- Develop their aesthetic techniques and perform using a range of styles and forms
- Develop their knowledge and understanding of physical and mental health through the 'health and well-being' single lesson (in additional to their double PE lesson).
- Take part in additional activities and competitive sport through our extensive extra – curricular program and/or through outside community links or sports clubs.

The list below shows the range of sports and activities most classes will cover over the course of the year:

Football	Cricket	Basketball
Netball	Athletics	Gymnastics
Hockey	Dance	Rounders
Rugby	Badminton	Dodgeball
Multi-skills	Fitness suite	Circuit Training

In Key Stage 3 pupils will be assessed across 5 key strands that run across these sports and activities. They are:

1. Developing Skills
2. Making and applying decisions
3. Evaluating and improving
4. Health, fitness and wellbeing
5. Physical and mental capacity

In each activity block, students will be taught and assessed through 'developing skills' and one further strand. Over the course of the year students will cover each additional strand at least twice, so they are sure to develop all facets of physical education

Assessment Criteria

	Developing Skills	Making & Applying Decisions	Health, Fitness & Wellbeing	Mental & Physical Capacity	Evaluate and Improve
7.1	I am able to use simple skills with some control and co-ordination. I sometimes do not pick the correct skills to use in game situations. I am not always consistent performing these skills in practices.	With some support I understand and am able to apply basic rules. I am sometimes able to select the correct skill to apply to a given situation but don't always do this effectively.	I can name which parts of the body need to be prepared for different activities. I am to recognise how to warm up before physical activity.	I can describe the benefits of being flexible and having good endurance. I have a positive approach to being active but I sometimes struggle to work as part of a team. I can give up easily if I find something too challenging	I can describe what can affect the quality of someone's performance, or my own. I am able to see how my work is similar and different from others.
7.2-7.3	The quality of my technique can deteriorate in more challenging practices and when facing opposition some of my skills become less effective. I can change the direction of the ball/ shuttle by altering my follow through/angle/technique, but this isn't always the case in competitive situations.	I know how to adapt actions/phrases based on who I am working with or the environment that I am in. I can select the correct skill to use in a given situation and do so with some success. I can change the direction of an object (such as a ball or a shuttle) based on the technique I use.	I can explain why heart rate and breathing rate changes during exercise. I can use the basic terminology related to warming up but don't always apply it accurately. I can warm up effectively. My work level is good but lacks detail.	I recognise why speed change is important and how it can be used- I can also demonstrate this in certain situations, along with good flexibility. I approach most activities with confidence and participate with enthusiasm some of the time. I can cope with disappointment but lack resilience.	I can collect simple data (such as shots on target; number of rolls in a sequence). I can apply criteria given to me to help me make simple judgements.
7.4-7.5	I can link together skills, techniques and ideas showing some accuracy and control. I can adapt my technique to the needs of the game- but this is inconsistent.	I know how to use space, direction and speed to good effect. I can recognise how to use basic tactics to exploit opponents, and can do so with some success. I can select an appropriate skill to use in a given situation and do so consistently.	I can recognise which parts of the body work hardest in different activities and why. I can also perform a warm up which is specific to the activity I am about to carry out. I can explain why warming up and cooling down is essential, and why they differ between activities.	I approach activities with confidence and with a desire to succeed. I can cope with failure and invariably want to try again. I have good endurance and know how I can improve it. I am gracious in victory and also in defeat.	I can use criteria to judge someone's performance and then I can identify strengths and weaknesses in my performance, and describe why they are so. I can also set simple targets for improvement using my findings. My explanations can lack depth but I am starting to use specific terminology

7.6-7.7	I am able to safely apply a range of techniques, but my strategies are not always well thought. I can recognise and inconsistently use attacking and defending skills in games practices. I can use both sides of the body comfortably.	I have the ability to make tactical decisions, but I have some inconsistency at executing these- but I can also recognise whether they have been successful I am playing. I understand and can apply rules fluently.	I can examine how the fitness gained in one activity can impact (or hinder) another activity. I can discuss and explain how strength, endurance and flexibility can be improved through PE, and identify how they are present in different activities.	I know how to prepare for and recover from explosive activity. I never give up! I am always determined to succeed. I am not afraid to try new activities, and can use trial and error to acquire new skills. I can encourage others to succeed and help them to do so too.	I am starting to get better at using specific terminology when giving feedback to others, I can also prioritise areas to look at, by breaking down technique and skills. I can set specific targets for myself and others based on the information gathered.
7.8-7.9	I am consistent in my techniques and can challenge myself to attempt more complex skills. I make more effective decisions in predictable situations- my technique can still be inconsistent in these spontaneous situations. I am quick to react to changes.	I can successfully select and apply skills, but competition or performance can lead to pressure which makes this inconsistent. My contribution is effective and I can help direct others. I am starting to understand attacking principles in a range of activities (e.g. width, speed, support).	I can interpret what is meant by 'specificity' and can begin to apply it. My knowledge is sound across all areas, regardless of activity type. I can make links between H&F, activities and fitness requirements. At times I require extension material, which includes GCSE level material.	I show initiative and leadership, and will take the lead in group situations. I know how to modify power within different activities, but do so effectively and whilst being appropriate to the given situation.	I can set and prioritise targets and decide what needs to be done to reach them. I can also judge if performance has been improved and can either set new targets or break the target down to make the overall aim achievable. I can use these skills across a range of activities.

Year 7 Religious Studies

Curriculum

Autumn Term

The Island

Your class has embarked upon a voyage of lifetime on a luxury cruise liner. Unfortunately you are ship sinks and you and your class are shipwrecked on an unchartered Island. What are your key priorities? Who leads the group and how do you decide this? Do you keep the same moral standards and rules that you had in the society you used to live in? How do you deal with people who don't respect others? Through the context of a shipwrecked, the class will be faced with many moral dilemmas, which will provoke students to think about spirituality, religion and customs, law and morality. Some students may decide to set up a completely different society where there is no religion and a different ethical code. This unit of work will prepare students with:

- reflective deep thinking skills
- emotional intelligence
- debating skills and the ability to be analytical and question

HOME LEARNING: Extended writing questions will be set every half term (first week back after each holiday). They are in the same format as the GCSE extended writing questions and are designed to adequately prepare students for GCSE

Spring Term

Ultimate Questions

Have you ever considered how the Earth got here? Is the Big Bang a sufficient explanation or do we need to look deeper? Are there any ways in which we can prove God's existence? Is there simply too much evil in the world to ever entertain the possibility of a loving God? Can Science and religion be reconciled, in other words do we need knowledge of both to give us a comprehensive understanding of the world? We are going to take students on a 'reflective journey' and require them to consider some of their most fundamental beliefs.

HOME LEARNING: Extended writing questions will be set every half term (first week back after each holiday). They are in the same format as the GCSE extended writing questions and are designed to adequately prepare students for GCSE

Summer Term

Rights & Responsibilities

Students will consider what human rights are, where they came from and why we have them. Students will focus on activists / inspirational people such as Mandela, Martin Luther King and Gandhi who have all strived to change human rights for the better. Students will focus on the different methodologies these people used to bring about change. Students will be encouraged to critically reflect on whether their sacrifices were ultimately worth while.

HOME LEARNING: Extended writing questions will be set every half term (first week back after each holiday). They are in the same format as the GCSE extended writing questions and are designed to adequately prepare students for GCSE

Assessment

Grade	Descriptor	Examples
7.1-7.2	Ability to define keywords and ideas and to express own opinion in response to these.	Students can.... <ul style="list-style-type: none"> • Identify keywords in multiple choice questions • Explain own opinion on an issue giving a simple reason to support this view.
7.3-7.4	Ability to explain the beliefs of believers and express own opinion/contrasting opinions in response to this in a balanced and fair way.	Students can.... <ul style="list-style-type: none"> • Explain how a religious person would respond to an issue giving a simple reason to support this view. • Explain two contrasting responses to an issue giving a simple reason to support each viewpoint.
7.5-7.6	Ability to analyse and evaluate religious beliefs/ideas, understanding how religious believers might be influenced by the beliefs that they and articulating the religious ideas behind these opinions.	Students can.... <ul style="list-style-type: none"> • Describe religious teachings or beliefs specific issues. • Explain how a religious person would respond to an issue giving a simple reason that explains a religious teaching or belief. • Give a reason for and a reason against an idea, belief or response.
7.7-7.8	Ability to explain why there are differences in views/actions of 'believers' both within and between religions, generating a personal response to these views.	Students can.... <ul style="list-style-type: none"> • Explain how religious teachings can be interpreted in different ways by different believers.
7.9	Ability to draw information from different sources to reach informed well-reasoned conclusions. Evidence of originality, independence and reading.	Students can.... <ul style="list-style-type: none"> • Draw links between different topics or previous learning to support the points you make. • Draw a conclusion that explains reasons why they have decided on this approach or viewpoint. Evaluate – line of argument

Year 7 Science

Curriculum

In Year 7 pupils follow the Activate scheme of work. They are taught 10 units that are split into two topics each and cover a variety of Biology, Chemistry and Physics topics.

	KS3 Part 1	
Forces	1.1 Speed	1.2 Gravity
Electro-magnets	2.1 Potential difference and resistance	2.2 Current
Energy	3.1 Energy costs	3.2 Energy transfer
Waves	4.1 Sound	4.2 Light
Matter	5.1 Particle model	5.2 Separating mixtures
Reactions	6.1 Acids and alkalis	6.2 Metals and non-metals
Earth	7.1 Earth Structure	7.2 Universe
Organisms	8.1 Movement	8.2 Cells
Ecosystem	9.1 Inter-dependence	9.2 Plant reproduction
Genes	10.1 Variation	10.2 Human reproduction

Assessment

Assessment is through a combination of written assessments at the end of units, classwork, homework and skills based assessments.

Grade	Descriptor	Examples
7.1 – 7.2	Pupils use their knowledge to recognise and describe scientific ideas. With help they can identify how to make an experiment a fair test and write down results or observations clearly.	<ul style="list-style-type: none"> • In Biology they can identify the main parts of typical plant and animal cells. • In Chemistry students are able to describe the differences between the motion and arrangement of particles in solids, liquids and gases and recognise the arrangements in particle diagrams. • In Physics They know that every object exerts a gravitational force on every other and that gravity keeps planets and moons in orbit.
7.3 – 7.4	Pupils use their scientific knowledge to link cause and effect in a selection of observations. They can independently identify control variables in experiments and identify patterns in tables and graphs.	<ul style="list-style-type: none"> • In Biology Students can describe how energy passes along a food chain and that food chains are linked to make food webs. • In Chemistry Students know that metals react with acids to form a salt and hydrogen gas. • In Physics Students know that weight depends on the mass of an object and also on gravitational field strength.
7.5 – 7.6	Pupils use their knowledge and understanding to describe and explain some scientific processes. They can identify independent and dependent variables in experiments, tabulate results with clear headings, draw clear graphs with correctly labelled axes and link conclusions to scientific knowledge.	<ul style="list-style-type: none"> • In Biology can explain the causes of variation and recognise that variation can influence an individual's and a species' chances of survival in a changing environment. • In Chemistry Students can describe what constitutes a pure substance and can explain why they have a fixed melting and boiling point. • In physics Students can explain static charge and how objects become positively or negatively charged in terms of movement of electrons.
7.7 – 7.8	Pupils describe processes and phenomena using abstract ideas applying and using knowledge in unfamiliar contexts. They identify all variables in experiments and suggest which variables are the most important to control. Results are clearly presented with outliers identified and mean values calculated. Graphs include clear lines of best fit and conclusions are linked clearly to scientific knowledge.	<ul style="list-style-type: none"> • In Biology Students can explain how the skeleton provides support, protection and movement. They know that bone marrow is a tissue found inside bones which produces new blood cells. • In Chemistry Students can link the processes in the rock cycle with the characteristics of the rocks formed. • In Physics Students recognise potential difference as the amount of energy transferred per unit of charge through a circuit.
7.9	Pupils describe a wide range of processes and phenomena relating to Science, using abstract ideas, quantitative methods, appropriate terminology and sequencing a number of points. They state why variables are important to control in experiments, record results to an appropriate degree of accuracy as well as including range bars on graphs. Calculations linked to scientific knowledge are used in conclusions and problems associated with the results or method are suggested.	<ul style="list-style-type: none"> • In Biology They can explain a number of factors which can affect the population of an organism and the implications for other organisms in the food web. • In Chemistry They can confidently identify all the products from a range of neutralisation reactions and represent them as word and symbol equations. • In Physics Students can apply their understanding of sound waves to explain how materials can be chosen to control the passage of sound waves.

Year 7 Technology

Curriculum – Food & Nutrition

Eat a rainbow - this module focusses on healthy eating and making students aware of the Eatwell Guide. Students will work independently and in groups to produce a range of food products. They will develop a range of practical skills and evaluate their work.

Assessment Criteria

Grade	Description
7.1-7.3	<ul style="list-style-type: none">Shows limited knowledge of The Eatwell plate and is able to name some of the 5 main nutrientsAble to make basic changes to a recipe. Some awareness of the availability of ingredientsNot very confident when cooking and requires a lot of support to complete practical on time. Can select the correct equipment and use it safely and correctly.Cooked item needs practice to improve the standard of finishAble write a simple evaluation and suggest basic improvements to the dishProduce written work that is mainly complete but writing is limited and will prove difficult to read
7.4-7.6	<ul style="list-style-type: none">Demonstrates good knowledge of The Eatwell plate and is able to the 5 main nutrients. Understands most of their main functions.Able to adapt the ingredients in a recipe and has a good understanding of the availability of ingredientsWorks pretty much independently and is confident and competent in most aspects of the practical. Can select the correct equipment and use it safely and with some accuracy.Demonstrates good time management throughout lessons and finished on timeAware of method with some promptingCooked item well presented and finished to a good standardHas made a good attempt to evaluate and made reasonable suggestions for improvementsProduces mainly accurate and legible written work which is well presentedWork book tasks are completed with a good level of detail and achieves good scores in end of module tests
7.7-7.9	<ul style="list-style-type: none">Demonstrates an excellent, detailed knowledge of The Eatwell plate and is able to name all the 5 main nutrients and explain their function in the bodyAble to adapt ingredients from an existing recipe and have thorough understanding of the availability of ingredients and how this could affect the cost of the final dishWorks independently and is confident and competent in all aspects of practical. Able to confidently follow the method and finishes on time. Can select the correct equipment and use it safely, correctly and accurately.Demonstrates excellent time management and completes dishes within the time availableCooked item is of high standard and well presented and unable to improve in any way.Can evaluate to a high standard and suggest realistic improvementsWriting is well structured, clearly expressed and largely error free. All tasks in work book are completed and achieves the highest marks in end of module tests

Curriculum - Design & Technology

Structures - using the theme of structures, students investigate and develop graphical skills, apply CAD/CAM, electronic circuits and use tools and equipment to manufacture an electronic product.

Assessment Criteria – Practical Skills

Grade	Practical Skills Description
7.1-7.4	<ul style="list-style-type: none"> • Asked lots of questions in order to produce a product. • Basic selection of materials, fixtures, components and fittings, which are generally appropriate for the chosen prototype. • Simplistic use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate an adequate degree of safe working practice for self and others. • Show a basic understanding of the need for accuracy.
7.5-7.7	<ul style="list-style-type: none"> • Asked some questions in order to produce a product. • Generally considered selection of materials, fixtures, components and fittings, which are mostly appropriate for the chosen prototype. • Generally competent use of tools, equipment and techniques for the manufacture of the prototype • Demonstrate a generally high degree of safe working practice for self and others. • Show a partially sound understanding of the need for accuracy.
7.8-7.9	<ul style="list-style-type: none"> • Worked independently to produce a product. • Fully considered selection of materials, fixtures, components and fittings, which are entirely appropriate for the chosen prototype. • Fully competent use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate a sustained high degree of safe working practice for self and others. • Show a fully sound understanding of the need for accuracy.

Grade	Design Skills Description
7.1-7.4	<ul style="list-style-type: none"> • Basic research carried out to investigate the design context. • Basic understanding of some of the electronic components used in the product. • Basic application of maths to develop and manufacture ideas. • Basic selection of drawing techniques to communicate ideas. • Basic evaluation of ideas leading to limited refinement.
7.5-7.7	<ul style="list-style-type: none"> • Used more than one research method to investigate the design context and the work of others. • Competent application of maths to develop and manufacture ideas. • Competent understanding of most of the electronic components used in the product. • Relevant selection and use of different drawing techniques to communicate ideas. • Competent evaluation of ideas leading to appropriate refinement.
7.8-7.9	<ul style="list-style-type: none"> • Used a range of research methods to investigate and analyse the design context and work of others. • Effective understanding of all of the electronic components used in the product and why they are used. • Effective application of maths to re-arrange and apply formulas to develop and manufacture ideas. • Considered selection and use of a range of drawing techniques to communicate ideas thoroughly. • Effective evaluation of design ideas leading to considered development.

