



# THE KING'S SCHOOL

---

GRANTHAM

## Year 7

CURRICULUM AND SUPPORT GUIDE  
FOR PARENTS & CARERS

# Subject: Art & Design

## What will we cover this year?

Term	Topic	Key Themes	How can I help?
<b>Michaelmas</b>	<b>How to be creative</b> Students examine what creativity is and learn how to develop the skills to think creatively. Building knowledge and experience of a wide range of Artistic techniques. Students will develop their skills in tonal shading, line, collage, print making, relief and composition. focusing on discovery through experimentation.	What is creativity. Building knowledge, experience and confidence in new materials and ways of working. Understanding the importance of experimentation as a means of discovery and learning.	All homework tasks are linked to the class project and gain valuable marks. High quality presentation, personal responses and creative ideas will ensure good performance.
<b>Christmas</b>	<b>Students will use their creative thinking and knowledge of materials from term one to plan, develop and create an individual piece of work showing advanced use of the materials and individual and creative thinking.</b> Demonstrating creativity that has been developed through knowledge and understanding of the materials and processes covered in term one.	Use knowledge of materials and processes to develop individual and creative ideas. Show skill and understanding in the use of materials and processes.	All homework tasks are linked to the class project and gain valuable marks. High quality presentation, personal responses and creative ideas will ensure good performance.
<b>Spring</b>	<b>How to use inspiration</b> Students will examine the importance of using inspiration from other Artists to inform and develop their own work. They will examine a range of historical and contemporary portrait painters, learn how to draw a realistic self-portrait and examine colour and painting skills.	Using inspiration to develop ideas and push creativity further. Drawing accurate facial proportions. Colour theory and painting skills.	All homework tasks are linked to the class project and gain valuable marks within the project. High quality presentation, personal responses and creative ideas will ensure good performance.
<b>Easter</b>	<b>Students will use their portraiture contextual research and drawing skills from the previous term and design a A3 self-portrait inspired by their chosen Artist.</b> Students will then paint the self-portrait using the skills learnt in the previous term.	Application and control of paint. Colour mixing Creative design using inspiration from Artists.	All homework tasks are linked to the class project and gain valuable marks. High quality presentation, personal responses and creative ideas will ensure good performance.
<b>Trinity</b>	<b>How to develop ideas</b> Students will learn how to develop their ideas and creativity through the introduction of new materials. Students will start to experiment with sewing and embroidery techniques to build new knowledge and understanding of Art Textiles.	What is Art Textiles, history of textiles and global textiles. Build technical skill and fine motor skills. Experimentation as a form of learning.	All homework tasks are linked to the class project and gain valuable marks within the project. High quality presentation, personal responses and creative ideas will ensure good performance.
<b>Summer</b>	<b>Students will design and create an Art textiles piece of work based on a section of their portrait from the previous project.</b>	Use techniques to create different surfaces and textures. Create an individual and creative piece of Art textiles work.	All homework tasks are linked to the class project and gain valuable marks within the project. High quality presentation, personal responses and creative ideas will ensure good performance.

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	How to be creative	Project (term 1 & 2)
<b>2</b>	How to use inspiration	Project (term 3, 4, 5 & 6)





# Subject: Computing

## What will we cover this year?

Term	Topic	Key Themes	How can I help?
<b>Michaelmas</b>	<b>Introduction to the school network</b> Clear messaging in digital media  This unit is designed to build upon learners' experience in key stage 2. It requires learners to use a range of different skills across several pieces of software. Learners will work between different applications to create a poster and slides on a given theme. The unit is designed so that learners can concentrate on applying skills they may have previously learnt and those learnt in the unit. Learners are given clear tasks for which they need to plan and implement a solution first.	problem-solving design	Encourage your son to log on to Teams, access their e-portfolios and classwork files from home using Office 365, to use the Office suite when completing homework, not just in Computing.  Ask them to show you their presentation and how they are encouraging the audience.
<b>Christmas</b>	<b>Networks from semaphores to the internet</b>  Imagine a world without computer networks, and how different your life would be. There would be no more YouTube, Google, instant messaging, online gaming, Netflix, and iTunes. There would be no online shopping, or quickly looking up directions to a location at the click of a button. There would be no more sharing of files or peripherals such as a printer, and no more central backups of information. As networks have evolved, society has become increasingly reliant on their services. They have changed the way we learn, work, play, and communicate. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems	Ask your son to explain how a network works and what the \ world Wide Web is.  Have them set up a peripheral device at home.
<b>Spring</b>	<b>Programming essential in Scratch</b>  This unit is the first programming unit. The aim of this unit is to build learners' confidence and knowledge of the key programming constructs.  The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.	Computational thinking Boolean Logic	Encourage your son to show you the work they have created in scratch, and how their game is developing; to use Scratch at home to create other game sand applications using the skills they have learned at school; to look at BBC bitesize to strengthen their knowledge of decomposition, abstraction and algorithms.  Scratch can be downloaded from: <a href="https://scratch.mit.edu">Scratch - Imagine, Program, Share (mit.edu)</a>
<b>Easter</b>	<b>Modelling data using spreadsheets</b>  The spreadsheet unit takes learners to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements.	Analytic skills Problem-solving Computational thinking	Ask your son how he could use spreadsheets in other contexts, beyond this computing lessons.  Ask him to show you some of his spreadsheets and to explain what they are doing.



Term	Topic	Key Themes	How can I help?
<b>Trinity</b>	<b>Programming essential in Scratch II</b> Students will build on their understanding of the control structures' sequence, selection, and iteration, and develop their problem-solving skills. Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills.	Computational thinking Boolean Logic	Encourage your son to show you the work they have created in scratch, and how their game is developing; to use Scratch at home to create other game sand applications using the skills they have learned at school; to look at BBC bitesize to strengthen their knowledge of decomposition, abstraction and algorithms.  Scratch can be downloaded from: <a href="https://scratch-mirror.mirror.mit.edu/">Scratch - Imagine, Program, Share (mit.edu)</a>
<b>Summer</b>	<b>Unis media – gaining support for a cause</b> Students develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including licensing and legal issues.	Design Usability	Ask your son about the cause he is working on and have him show you his presentation.  Help him to make choices that are best for the audience.

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Digital Skills (PowerPoint, email, using the school system) Networks	Online assessment (multiple choice and short answer)
<b>2</b>	Scratch programming	Project and online assessment (multiple choice)



# Subject: Design and Technology

## What will we cover this year?

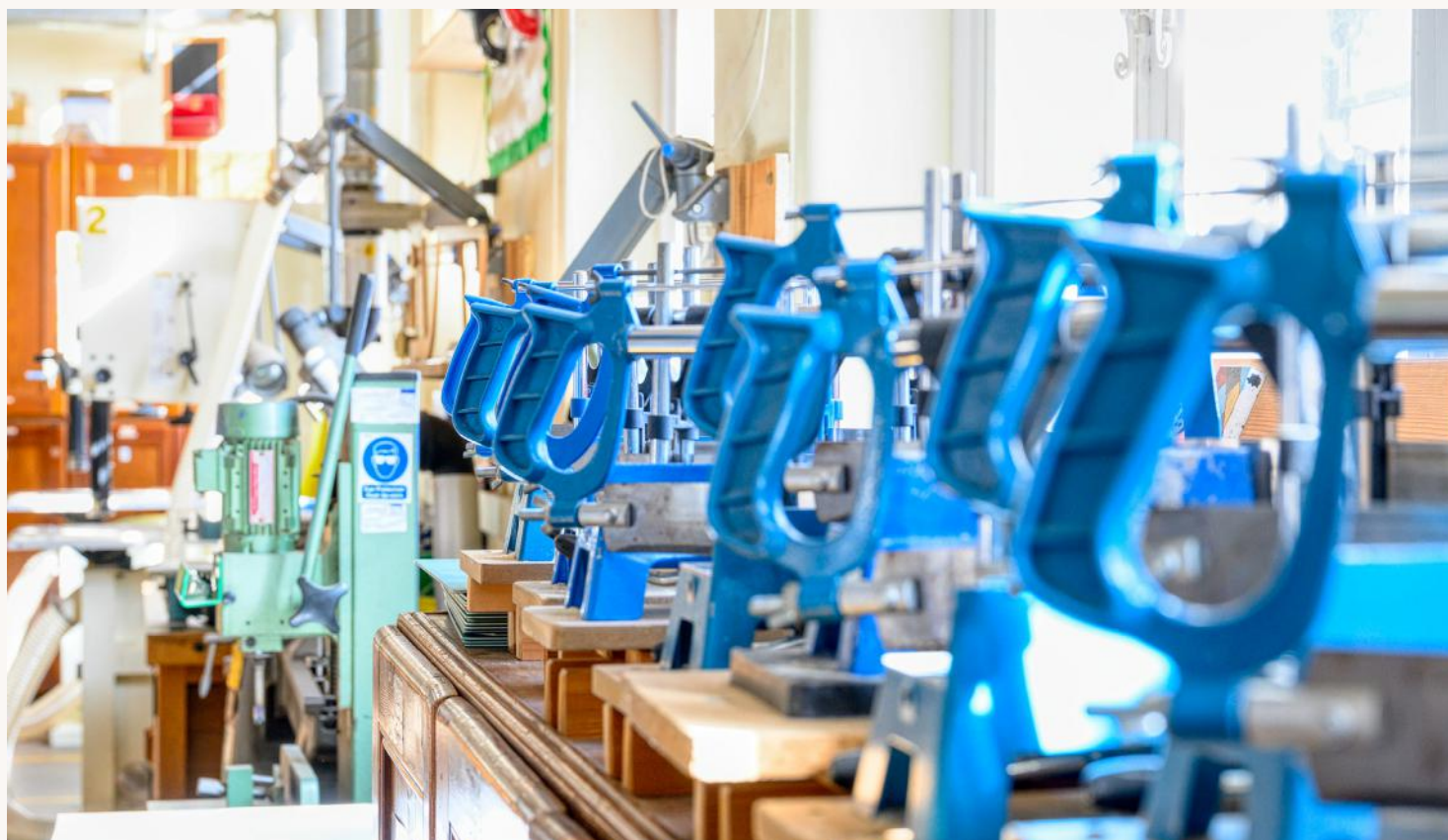
Design and Technology is taught on a rotation of key areas. In Year 7 students study Resistant Materials, Graphics and Food. The order that each class follows will vary, however, the below is used as an example for illustrative purposes.

Term	Topic	Key Themes	How can I help?
Michaelmas	<p><b>Resistant Materials – The clock Project</b></p> <p>This unit is designed to build upon learners' experience in key stage 2 and introduce them to new materials and ways of working.</p> <p>In this project students make a square freestanding clock, learning about: timbers, accurate dimensions and computer aided design amongst the skills of working with timbers.</p> <p>In the first half term students learn about the materials they will be using, the design process and the health and safety of using the workshop.</p> <p>Towards the end of the term the students start to make their clock project.</p> <p>Skills developed include:</p> <p>Marking cutting timber</p> <p>Marking mitres</p> <p>Using a mitre saw and a tools</p> <p>Using a jig</p> <p>Surface finishes</p> <p>Techsoft Design Software</p> <p>Laser engraving</p>	<p>Practical skills</p> <p>Design</p> <p>Technical Knowledge</p>	<p>Encourage your son to talk about his practical work and skills and revision of key terms.</p> <p>Talk to him about different timbers and how they are split into two groups, hard and soft woods.</p> <p>See if he can identify different hard and soft woods in the home.</p>
Christmas	<p><b>In the second half term, students continue with the making process.</b></p> <p>Throughout this time, they continue to learn key terminology and how materials are selected for use.</p> <p>They focus on form, function and design.</p> <p>They then evaluate their project, analysing how improvements can be made.</p>	<p>Make</p> <p>Evaluate</p>	<p>Talk to your son about design ideas on how materials are selected for their use, both in terms of their material characteristics, for example glass is transparent, and their ergonomic use, for example plastics can be formed to make comfortable shapes and their aesthetic appeal, stainless steel is lustrous and is used in furniture.</p>
Spring	<p><b>Graphics - Basic Skills</b></p> <p>Students are taught the basic ideas of 2D and 3D scaled drawings from observation.</p> <p>During this term they will consider the design elements of William Morris, Henri Rousseau and Jupiter 10.</p> <p>Students will apply their expanding knowledge of graphical design to designing and making a desk tidy; developing knowledge of designers and net construction.</p>	<p>Skills</p> <p>Design</p> <p>Technical Knowledge</p>	<p>Encourage your son to talk about his design ideas and homework.</p> <p>Talk to him about different designers over time, especially William Morris and his influence on natural design and interior design, such as wallpaper.</p>

Term	Topic	Key Themes	How can I help?
<b>Easter</b>	<p><b>In this term the students will apply their design knowledge to constructing a desk tidy.</b></p> <p>They will then evaluate their design against the original brief.</p>	<p>Make</p> <p>Evaluate</p>	<p>Review your son's design ideas with him, especially with reference to the work of Morris, Rousseau and Jupiter 10.</p> <p>Investigate and potentially visit the William Morris museum: <a href="#">William Morris Gallery</a></p>
<b>Trinity</b>	<p><b>Introduction to working with food</b></p> <p>Basic food hygiene and safety, basic food preparation, healthy eating dishes, cooking skills and healthy eating.</p> <p>Students start with simple dishes and explain the nature of the ingredients.</p> <p>Techniques used in cooking are investigated</p> <p>Students start with simple crudities.</p>	<p>Skills</p> <p>Technical Knowledge</p>	<p>Have your son prepare some simple crudities showing how to use different chopping and cutting techniques.</p>
<b>Summer</b>	<p><b>In this term, students will learn about the nature of ingredients, focusing initially on the sources and uses of sugars.</b></p> <p>They will make a variety of basic dishes to develop practical skills and sensory analysis.</p>	<p>Make</p> <p>Evaluate</p>	<p>Help your son to look at packaging and the details it covers on sugars</p> <p>Encourage him to keep a record of how much sugar he consumes a day.</p>

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Accumulation of tests studied to date, averaged out.	Theory knowledge and practical skill recall. The students are assessed halfway through each course at lesson 9 and then have a final assessment at lesson 18
<b>2</b>	Accumulation of tests studied to date, averaged out.	Theory knowledge and practical skill recall. The students are assessed halfway through each course at lesson 9 and then have a final assessment at lesson 18





# Subject: English

## What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<p><b>A History of English Literature</b></p> <p>Students will reflect on why we read and the importance of English Literature, beginning with a broad historical overview. They will explore a variety of texts from different periods and genres, examining how the English language and literary conventions have evolved over time. This provides a foundation for understanding how stories, themes, and language reflect the societies in which they were written.</p>	<p>Storytelling techniques</p> <p>Texts and Contexts</p> <p>Making inferences</p> <p>Reading as a Writer</p> <p>Writing as a Reader</p>	<p>Encourage your child to read a wide range of fiction to expand vocabulary and comprehension skills. If they encounter unfamiliar words, support them in using dictionaries or online tools to explore meanings and enrich their vocabulary.</p> <p>Encourage your child to read different myths and legends. Discuss these stories with them. What makes these stories memorable?</p> <p>Encourage your child to keep reading for pleasure.</p>
Christmas	<p><b>Introduction to the Novel - Refugee Boy by Benjamin Zephaniah</b></p> <p>Students will engage with a contemporary novel to develop empathy, critical thinking, and analytical skills. Through exploring the themes of identity, displacement, and resilience, students will consider how authors use language and structure to influence readers. They will also learn about the importance of context in understanding both modern and historical texts and take part in independent reading projects through the School Library.</p>	<p>Storytelling techniques</p> <p>Texts and Contexts</p> <p>Making inferences</p> <p>Reading as a Writer</p> <p>Writing as a Reader</p>	<p>Encourage your child to re-read key passages from the novel and summarise key events.</p> <p>Encourage students to read a diverse text as part of their AR programme.</p> <p>Encourage your child to engage in active reading – e.g. what is the writer doing? how is he doing it?</p> <p>Ask your child to make connections between the ‘History of English Literature’ scheme and ‘Refugee Boy’.</p>
Spring	<p><b>Introduction to Modern Drama - Journey’s End by R.C. Sherriff</b></p> <p>After studying the novel form, students will develop analytical skills to respond to modern drama, focusing on how historical context shapes character, plot, and themes. Through the lens of World War I, they will examine how playwrights use dialogue and stage directions to create atmosphere, convey emotion, and influence the audience’s understanding of events.</p>	<p>Storytelling techniques</p> <p>Texts and Contexts</p> <p>Making inferences</p> <p>Literary heritage</p> <p>Reading as a Writer</p> <p>Writing as a Reader</p>	<p>Talk to your child about what they are learning in English. Ask them how characters’ voices and actions reveal emotions like fear, anger, and hope. Encourage them to consider how the play might have affected audiences at the time and how it remains relevant today.</p>
Easter	<p><b>Introduction to Shakespeare - Romeo and Juliet</b></p> <p>Students will study a selection of key scenes from this iconic tragedy, focusing on Shakespeare’s use of language, characterisation, and dramatic techniques. They will explore themes of love, fate, family conflict, and tragedy, and develop their ability to analyse complex language.</p>	<p>Storytelling techniques</p> <p>Texts and Contexts</p> <p>Making inferences</p> <p>Literary heritage</p> <p>Reading as a Writer</p> <p>Writing as a Reader</p>	<p>Watch a film version of Romeo and Juliet together. Discuss the characters’ emotions, choices, and conflicts, and ask your child how different versions of the play might present these themes in new and interesting ways.</p>

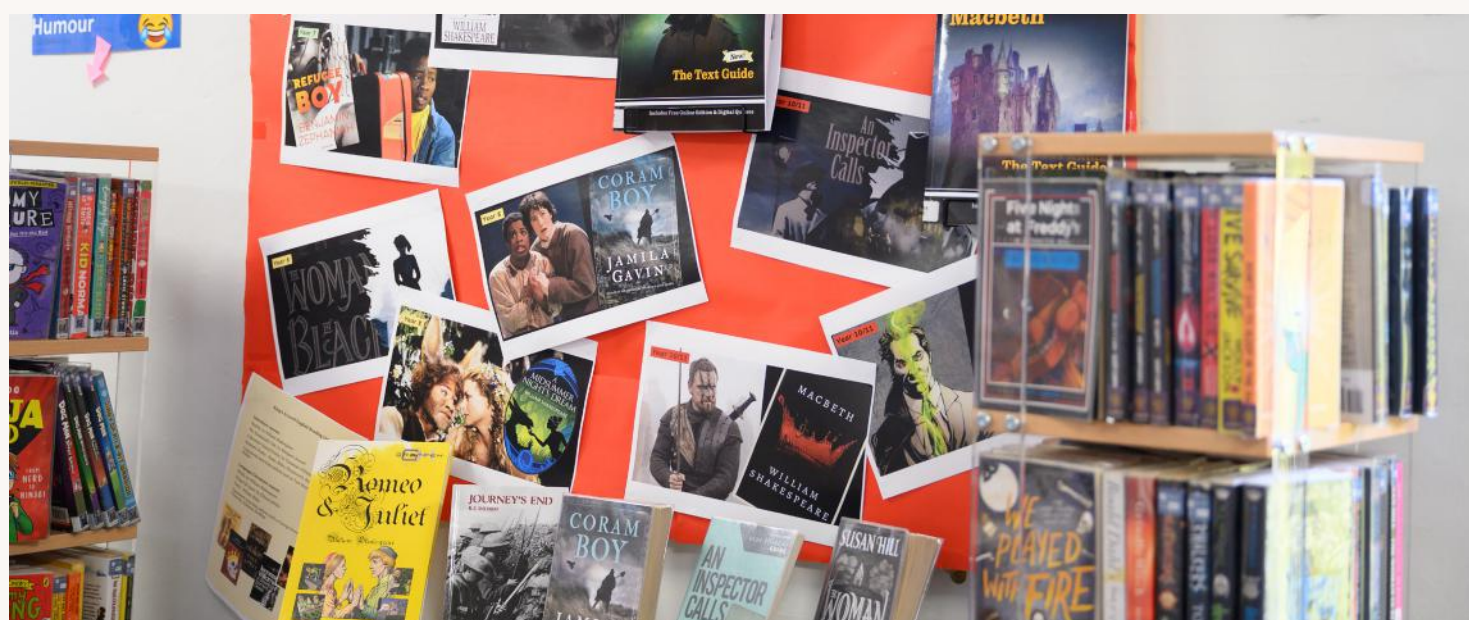


Term	Topic	Key Themes	How can I help?
<b>Trinity</b>	<b>Introduction to Non-Fiction Writing</b> Students will read, analyse, and respond to a range of non-fiction texts, including speeches, articles, biographies, brochures, and reviews. They will learn how writers adapt language, tone, and structure to suit different purposes and audiences. Students will then apply this knowledge by creating their own persuasive, informative, and descriptive texts.	Reading as a Writer Writing as a Reader	Talk to your child about how brochures, adverts, and articles use language to inform and persuade readers. Explore examples together and encourage them to practise writing for different audiences (such as a persuasive letter or an article on a topic they care about.)  Ask your child to read a non-fiction book.  Encourage your child to read the news.
<b>Summer</b>	<b>Introduction to Poetry - Poetry from Diverse Voices</b> Students will study a range of poems from diverse poets, including John Agard, Grace Nichols, and Claude McKay. They will explore themes such as identity, culture, and belonging, while developing analytical skills to examine language, form, structure, and poetic devices. Students will also have opportunities to perform, annotate, and write creatively in response to the poems they study.	Literary heritage Texts and contexts Reading as a Writer Writing as a Reader	Read the poems with your child and discuss the language, imagery, and techniques the poets use to convey mood and meaning. Encourage them to think about the poet's message and how it relates to their own experiences and views of the world.

## Assessment

In addition to an initial writing exercise to establish realistic writing levels, boys will be assessed during every central unit. Within weekly Reading and Writing Workshops, boys will also undertake regular progress checks to monitor the development of their literacy skills. Progress in reading is also monitored through the Accelerated Reader Programme.

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Reading Writing Terminology and Concepts Speaking and Listening	Unit Assessments.
<b>2</b>	Reading Writing Terminology and Concepts Speaking and Listening	Unit Assessments.



# Subject: French

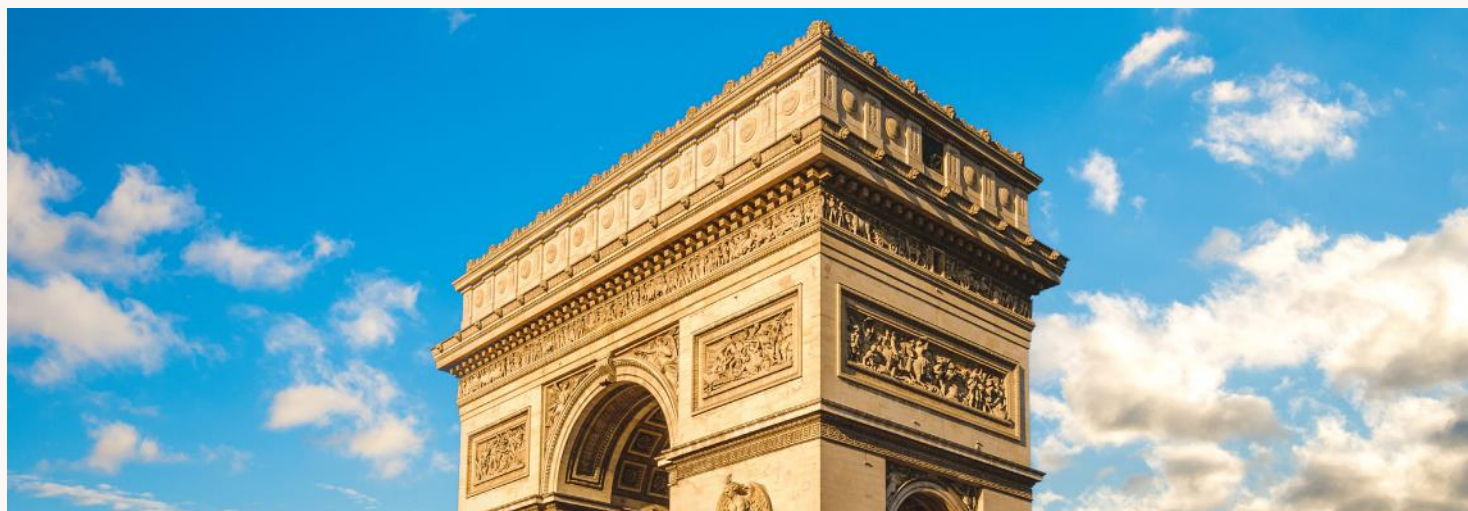
## What will we cover this year?

Term	Topic	Key Themes	How can I help?
<b>Michaelmas</b>	<b>Introduction to basic topics in French</b> Bonjour! - Meeting and greeting people; spelling in French Quel âge as-tu? - Counting to 21; saying how old you are Joyeux anniversaire! - Days and months; saying when your birthday is Dans mon sac - Contents of your bag /the indefinite article and plurals Ma salle de classe - Describing your classroom/the definite article J'adore le judo - Likes and dislikes ; talking about hobbies Les goûts et les couleurs - Colours ; adjectives Tu as un animal? - Talking about animals/ using a dictionary Ma grand-mère est une hippie! - Talking about your family/using mon, ma and mes La météo - Talking about the weather; rhyming and syllables	Vocabulary Grammatical Structures: articles, possessives adjectives, genders	Encourage your son to use their vocabulary booklets to revise the words and phrases they have been given using the 'look, cover, write, check' method. After this, ask them to tell you the meaning of specific phrases you read. If you also feel like a challenge, maybe even try having a conversation in French with them using the phrases they have been given. Encourage your son to attend Languages Club which will be led by the French Assistant in a lunchtime.
<b>Christmas</b>	<b>C'est perso!</b> Likes and dislikes - gender and definite article le la l' les -er verbs singular Possessions - indefinite articles un une (des) - avoir singular Describing personal characteristics - être singular; adjectival agreement singular. Describing physical appearance - mon ma mes ton ta tes	Vocabulary Grammatical Structures: er verbs, avoir, être, adjectives, articles, more possessives adjectives	At home, you could ask your son 'What makes a good piece of writing in French?' and encourage them to talk to you about examples of intensifiers, connectives, opening phrases, opinions and adjectives so that when they do their writing assessment, these critical pieces of vocabulary are at the forefront of their minds.
<b>Spring</b>	<b>Mon collègue</b> School subjects - connectives, intensifiers Time and timetables - numbers 1 - 60 School routine - sing. -er verbs School food - partitive article de la de l' du des Culture: School in France/Christmas in France	Vocabulary Grammatical Structures: er verbs, partitive articles, asking questions	Encourage your son to play language games on the internet (his teacher can provide the log in details for Linguascope) so that they can hear the language being spoken. They should also be revising their vocabulary regularly in the same method as highlighted above. You could all watch their favourite film in French together! The key to doing well in listening assessments is to try and listen to as much French as possible beforehand and to know your vocabulary.

Term	Topic	Key Themes	How can I help?
<b>Easter</b>	<b>Mes passetemps</b> Use of computers and mobiles - complete paradigm –er verbs Frequency - jouer + à la à l' au aux Talking about playing sports - paradigm faire + de la de l' du des Talking about other activities - opinions + infinitive Saying what you like doing - complete paradigm être Culture: Sport and leisure activities in France	Vocabulary Grammatical structures: er verbs, faire, using à, aimer + the infinitive	Your son will need to focus on learning the spellings of their vocabulary. You can help by ensuring they are doing this at home. They could also go to the French department, borrow a book and practise reading during lunchtime and then talk to you about what they have read.
<b>Trinity</b>	<b>Ma zone</b> Places in a town - il y a + il n'y a pas de, the negative, questions Expressing opinions - complete paradigm aller + à la à l' au aux Places in a theme park, directions Invitations - use of vouloir Saying what one can do - pouvoir Culture: Geography of France	Vocabulary Grammatical Structures: il y a, negatives, modal verbs, aller, use of tu/vous, question forms	If you feel confident you could try and have simple conversations with your son asking them: 'What is your favourite subject?' 'What sports do you like?' You could practise his speaking test questions with him before the speaking CAT.
<b>Summer</b>	<b>Ma zone continued</b> Cultural and creative activities : Designing a Town brochure, Spelling Bee competition, Vie de Chat (film study)	Vocabulary Grammatical Structures: il y a, negatives, modal verbs, aller, use of tu/vous, question forms	Encourage your son to look through his books and previous assessments. It would be very helpful for him to create flashcards and mind maps on the topics/vocabulary that he has learned this year. He could also label things around the house (if you let them!) with French vocabulary to help aid his memory! You could help him practise for the Spelling Bee.

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Accès Studio; Studio 1 Unit 1	Listening, reading and writing
<b>2</b>	Studio 1 Units 1-3	Speaking (all units), listening, reading and writing (units 1-3)





# Subject: Geography

## What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<b>Geographical Skills</b> Introduction to Geography Physical and Human Geography Atlas and OS Map Skills Direction and Distance Topography Fieldwork Rutland Water Geographical Skills Showcase	Geographical Skills Physical Geography Human Geography Map Skills	Encourage use of BBC Bitesize (Geography Skills)  Look at maps together to plan a route for a journey you will be taking  Play battleships, or other similar games, to practice grid references
Christmas	<b>Our Local Area</b> Sense of place in Lincolnshire Site and Settlement Settlement Types and Change Land Use and Regeneration Grantham Study	Sense of Place Regeneration Human Geography Diverse Places Settlement Population and Demography Geographical Skills	If you are not from Grantham, visit so your son is more familiar with the area.  Read the local news so that your son is aware of issues in the local area
Spring	<b>The UK</b> UK Landscape UK Population Mapping the UK UK Weather UK Politics and Economics	Sense of Place Physical Geography Weather and Climate Population and Demography Settlement Culture and Capital Geographical Skills	Encourage use of BBC Bitesize  Explore 'Our World in Data' website eg pages on 'UK Population' and associated demographic statistics.  Follow local weather updates to apply understanding to current weather changes
Easter	<b>Rivers</b> The Hydrological Cycle Weathering Landscapes River Processes and Characteristics Upper, Middle and Lower Course Humans and River Landscapes Floods	Water Cycle and Water Insecurity Weather and Climate UK Landscapes Humans in the Environment	Encourage use of BBC Bitesize (Rivers)  Explore the Met Office website.  Review key concepts using Seneca (KS3 Geography – Rivers)  Go for a walk along a river and talk about the processes that may be happening and the landforms that you can see
Trinity	<b>Plate Tectonics</b> Earth's Story Earth's Structure Plate Movements Types of Volcano Earthquakes Case Studies	Physical Geography Hazards and Disasters Earth Systems and Geology Humans in the Environment	Encourage use of BBC Bitesize (plate Tectonics)  Encourage documentaries such as 'Fire of Love' and 'The Fire Within', as well as 'Expedition Volcano', and 'Volcano Live'.  Review key concepts using Seneca (KS3 Geography – Plate Tectonics)

Term	Topic	Key Themes	How can I help?
<b>Summer</b>	<b>Africa</b> Africa is NOT a country Africa's Location Africa's Physical Features The Horn of Africa The Rift Valley African Tribal Culture Africa Gap Year Project	Geographical Skills Physical Geography Human Geography Culture and Capital Sense of Place Diverse Places	Support independent research on Africa, for example using websites such as Encyclopaedia Britannica or National Geographic Kids  BBC iPlayer – David Attenborough

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Geographical Skills and Local Area.	This is a full exam of 40 marks that is to be completed within an hour. This exam will contain a range of geographical skills and competencies as well as knowledge to be tested.
<b>2</b>	Geographical Skills, Local Area, The UK and Rivers.	This is a full exam of 40 marks that is to be completed within an hour. This exam will contain a range of geographical skills and competencies as well as knowledge to be tested.



# Subject: History

## What will we cover this year?

Term	Topic	Key Themes	How can I help?
<b>Michaelmas</b>	<p><b>What drove Baghdad's thirst for knowledge?</b></p> <p>Students learn about the expansion of Islam, the building of Baghdad and the role of different factors in making Baghdad a centre of learning: role of caliphs, connections, trade and religion.</p> <p>How disruptive were the Normans in England?</p> <p>Students learn about the arrival of the Norman conquest of England, how William established control and the changes and continuities to landownership, village life and religion in England.</p>	<p>Causation</p> <p>Empire/world views</p> <p>Religion</p> <p>Change and continuity</p> <p>Contested power</p> <p>Conquest</p>	<p>Encourage your son to read 'The Silk Roads' (the Illustrated version for children) by Peter Frankopan. Or read the book together and discuss.</p> <p>Read more about Medieval Islamic civilisations on BBC Bitesize: <a href="#">Medieval Islamic civilisations - Medieval Islamic civilisations - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> <p>The Norman Conquest: A Very Short Introduction, by George Garnett</p> <p>Landmarks in History: The Norman Conquest, by Ivan Lapper and Christopher Gravett</p> <p>Find out about how the Normans changed Lincoln at Lincoln Castle and Cathedral. You can also see a copy of the Magna Carta at Lincoln Castle!</p> <p><a href="#">Magna Carta – Lincoln Castle</a></p> <p>Read more about the Norman Conquest on BBC Bitesize: <a href="#">The Norman Conquest - KS3 History - BBC Bitesize</a></p>
<b>Christmas</b>	<p><b>Meanwhile, in Norman Sicily</b></p> <p>Students learn that the Normans power reached beyond Normandy and England and how for part of the 12th century Muslims, Christians and Jews lived together peacefully in Sicily.</p> <p>Why could no one ignore the Church?</p> <p>Students learn about the importance of the Medieval Church: why it had power, how it gave people hope and how it helped people.</p> <p>What do the lives of medieval queens reveal about power in the medieval world?</p> <p>Students learn about Eleanor of Aquitaine, Isabella of France and Joan of Navarre; who had power, how rulers gained and lost power and how queens used power; and concepts of hard and soft power.</p>	<p>Contested power.</p> <p>Religion, power</p> <p>Historical significance</p> <p>Power</p>	<p>Encourage your son to read The 'Arthur Trilogy' by Kevin Crossley-Holland. Or read the books together and discuss.</p> <p>Read more about medieval life on BBC Bitesize: <a href="#">What was life like in medieval society? - Medieval society and life - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p> <p>Research the origin and locations of the Eleanor Crosses. Tip: one is in Stamford, one is in Lincoln and there is a plaque in Grantham. Can you find them?</p> <p>The Crusades: A Very Short Introduction, by Christopher Tyerman</p>
<b>Spring</b>	<p><b>What really mattered to medieval people?</b></p> <p>Students learn about different people in the medieval world and how they were similar and different in their beliefs and hopes/fears.</p>	<p>Similarity and difference</p> <p>Community/society, religion</p>	<p>Usborne History of Britain: The Middle Ages, by Kate Davies</p> <p>Visit the location of the Medieval village of Gainsthorpe</p> <p>Read more about medieval life on BBC Bitesize: <a href="#">What was life like in medieval society? - Medieval society and life - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a></p>



Term	Topic	Key Themes	How can I help?
<b>Easter</b>	<b>What can we learn about medieval Africa from the life of Mansa Musa?</b>  Students learn about medieval Mali and Mansa Musa	Historical significance Empire	Read more about medieval Africa and Mansa Musa on BBC Bitesize: <a href="#">Mali and Mansa Musa - Precolonial Africa - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a>
<b>Trinity</b>	<b>How far was the Black Death a blessing for the medieval peasantry?</b>  Students learn about the impact of the Black Death in England and Europe; consequences can be both positive and negative.  How did Luther's protest become so big, so fast?	Consequence Community/society Causation Revolution/Protest Religion	The Black Death: Natural and Human Disaster in Medieval Europe, by Robert S. Gottfried  The Great Mortality: An Intimate History of the Black Death, by John Kelly  Borrow 'Until Proven Safe' from the school library to learn more about the history of quarantine.  Read more about the Black Death on BBC Bitesize: <a href="#">Causes and effects of the Black Death - Medieval medicine - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a>  Read more about the European Reformation on BBC Bitesize: <a href="#">The European Reformation - The Reformation of 1560 - Higher History Revision - BBC Bitesize</a>
<b>Summer</b>	<b>How do historians use sources to study the Incas?</b>	Change and continuity Revolution, religion, community/society Evidential thinking Empire	Visit Morebath Church in Devon  Horrible Histories: Incredible Incas, by Terry Deary  Listen to the 'Short History' podcast on BBC Sounds: <a href="#">BBC Sounds - Short History Of.... Machu Picchu and the Inca Trail</a>

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Topics studied to date	Factual recall, chronology, extended writing
<b>2</b>	Topics	Factual recall, chronology, extended writing



# Subject: Mathematics

## What will we cover this year?

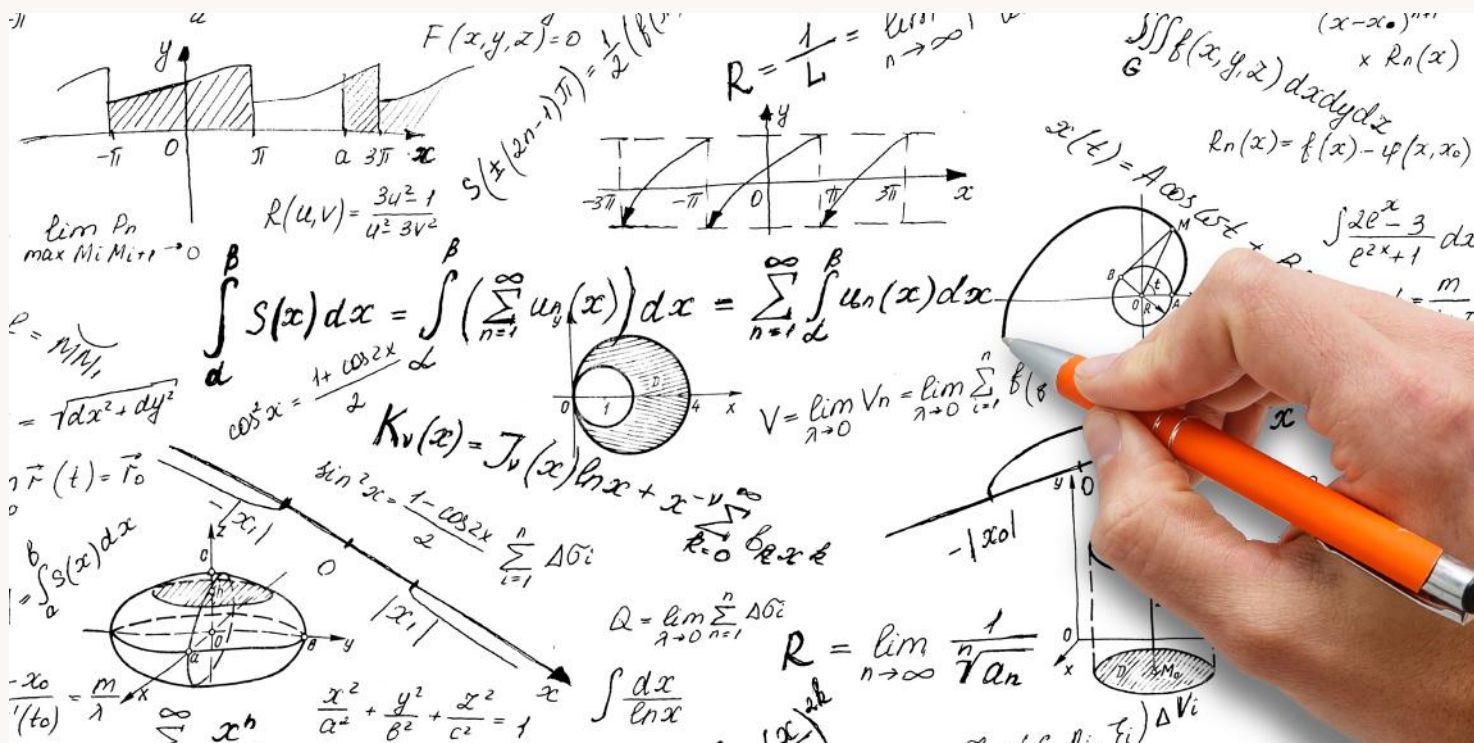
The department follows a modified version of the [White Rose Scheme of work](#).

Term	Topic	Key Themes	How can I help?
Michaelmas	7.01: Sequences 7.02: Algebraic Notation 7.03: Equality and equivalence	Algebraic thinking	Encourage your son to accustom themselves to Dr Frost, the homework platform we use. Dr Frost is not only for homework but also allows students to work through as many questions as they want, of whichever topics they choose. It will generate questions for them, providing answers & worked solutions. They will be assigned the “Y7 WRM” course, which aligns with the topics listed here, as well as their booklets.  Within the first few weeks of term, your son will have a numeracy test. This covers basic numeracy and is to gauge their initial numerical ability.  Ensure your son has a suitable calculator.  We recommend a Casio fx-83GT CW.
Christmas	7.04: Place Value, ordering integers & decimals 7.05: Fraction, decimal and percentage equivalence 7.06: Problems with addition and subtraction 7.07: Problems with multiplication and division	Place value & proportion Applications of number	A strong foundation is the aim. He should continue to practice multiplication tables, learn and be able to use keywords and be aware of factors, multiples, squares, cube numbers and prime numbers.  Ensure your son is aware of how to access the class notebook through Teams to view the notes from prior lessons. This is useful if they miss lessons for appointments or illness.
Spring	7.08: Fractions and percentages of amounts 7.09: Operations & equations with directed numbers 7.10: Addition and subtraction of fractions	Fractional thinking Directed number Place value & proportion	Directed numbers (also known as negative numbers) can often be a problem-point for many students. Ensure your son has ample practice of these, either through Dr Frost, or other online worksheets.  Fractions are another key foundational piece of knowledge, so plenty of practice here is also wise.

Term	Topic	Key Themes	How can I help?
<b>Easter</b>	7.11: Construction, measuring & geometric notation 7.12: Developing geometric reasoning	Lines & angles	Practice using geometry equipment (protractor, compass) would be useful.  Ensure your son revises using the practice tests provided in preparation for his end of year exams. A strong proficiency in using Dr Frost will benefit them greatly by this stage.
<b>Trinity</b>	7.13: Number Sense KS2 revision – covered in starters throughout the year 7.14: Sets and Probability 7.15: Prime numbers and proof	Reasoning with number	The language of probability is built around the concept of chance, so conversations about things such as the National Lottery, predictability of the weather and unusual outcomes of sporting events would be helpful.
<b>Summer</b>	8.01: Ratio and scale 8.02: Multiplicative change 8.03: Multiplying and dividing fractions	Proportional reasoning	Talk to your son about the mathematics they have covered and where it might be used in a real-life context, such as temperature, money, metres above sea level, etc

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Content consistent with KS3 National Curriculum Assessment 1 covers sections 7.01, 7.02, 7.03 Assessment 2 covers sections 7.04, 7.05, 7.06, 7.07	CAT 1 tests 2x 45-minute assessments
<b>2</b>	Content consistent with KS3 National Curriculum End of year exams cover sections 7.01 to 7.15.	End of Year Exams 45-minute non-calculator 45-minute calculator 0.5-hour speed test (non-calc)





# Subject: Music

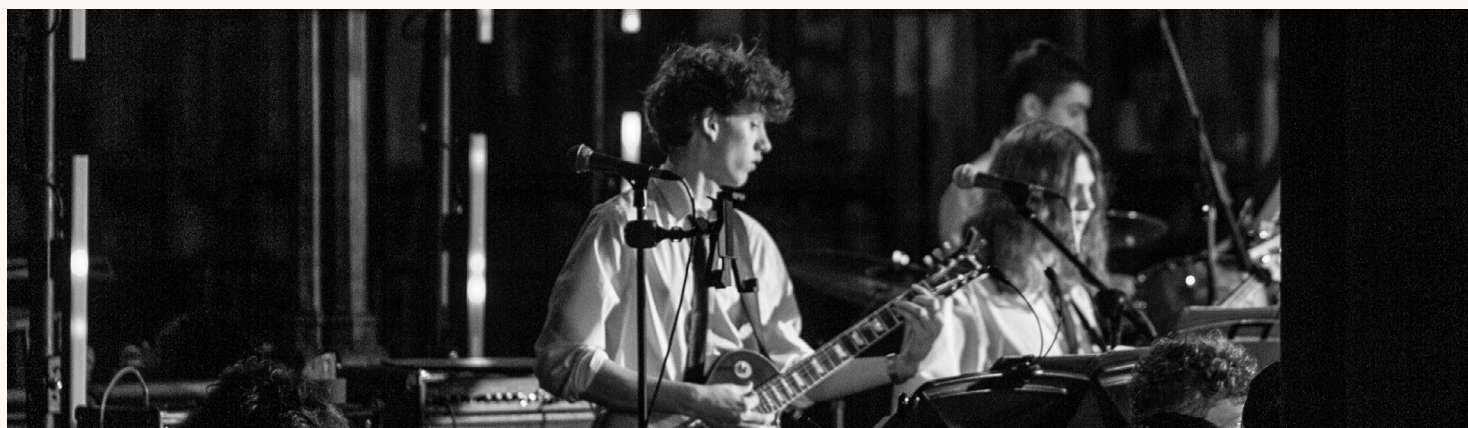
## What will we cover this year?

Term	Topic	Key Themes	How can I help?
<b>Michaelmas</b>	<b>An Introduction to Music</b> Each class will participate in WCET Mash Up project (6 week project) to learn an instrument, including a celebration concert. Vocal and instrumental performance. Pupils learn about Pitch Dynamics Duration Tempo Texture Timbre or Sonority Articulation and Silence  It is hoped that this unit will develop pupil's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 which can be developed for GCSE Music.	Performing (Keyboard) Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest.  You could test him on his knowledge of:  Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.  Listen together to: Fanfare for the common man. (Copland)
<b>Christmas</b>	<b>The Fundamentals of Music – Part 1</b> Scales Major and minor scales. Theory and notation.  Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.  Recognise the Elements of Music when listening to and appraising music from different times and different places.	Performing (Keyboard) Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest.  You could test him on his knowledge of:  Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.  Listen together to: Carnival of the Animals. (Saint-Saens)
<b>Spring</b>	<b>The Fundamentals of Music – Part 2</b> How is a melody constructed Theory and notation.  Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.  Recognise the Elements of Music when listening to and appraising music from different times and different places.	Performing	Test your son on his learning of the note names, note values, symbols and equivalent rest.  You could test him on his knowledge of:  Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.  Listen together to: Pachelbel's Canon and Montagues & Capulets (Prokofiev)

Term	Topic	Key Themes	How can I help?
<b>Easter</b>	<b>The Musical Elements &amp; Using Music Technology to Compose</b> Composing using Music Notation software. Using the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE. Recognise the Elements of Music when listening to and appraising music from different times and different places.	Performing Composing	Test your son on his learning of the note names, note values, symbols and equivalent rest. You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave. Listen together to: Hammer to Fall (Queen), Star Wars & E.T (Williams)
<b>Trinity</b>	<b>What is Improvisation</b> Performing using notation and learning about improvisation. Using the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.	Performing Composing	Test your son on his learning of the note names, note values, symbols and equivalent rest. You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave. Listen together to: Harvest Home (Trad) and In The Mood (Miller)
<b>Summer</b>	<b>Composing and Arranging</b> Composing using Music Notation software. Using the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.	Composing	Test your son on his learning of the note names, note values, symbols and equivalent rest. You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Listen together to: Perfect Day (Reed) Back for Good (TakeThat)

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	The Fundamentals of Music	Performance Assessment and Listening Tests (6 weeks)
<b>2</b>	The Musical Elements & Using Music Technology to Compose	Performance & Composition Assessment and Listening Tests (6 weeks)



# Subject: Physical Education

## What will we cover this year?

Physical Education is taught for 3 hours per fortnight, items in *italics* are taught in Games for 2 hours per fortnight

Term	Topic	Key Themes	How can I help?
Michaelmas	Health Related Exercise HRE: Fitness Testing and Physical Training Rugby: Passing, Tackling, Ruck	Healthy, active lifestyles	Talk to your son about the importance of exercise for both mental and physical well-being.
Christmas	PE: Badminton and Table Tennis Key Skill Development Rugby: Phases of play	Competence Performance	Encourage and support your son in their personal development of participation in physical activity and sport.
Spring	PE: Gymnastics Key Skill Development Football: Key Skill Development	Competence Performance	Watch the Gymnastics from the Olympics and discuss the names of techniques
Easter	PE: Handball and Basketball Key Skill Development Football: Key Skill Development, gameplay	Competence Performance	Watch the Handball and Basketball from the Olympics and discuss the tactics and rules.
Trinity	PE: Athletics and Dance Track and Field Events; Key Dance Techniques Cricket: Key Skill Development	Healthy, active lifestyles Competence Anatomy of the Musculo-Skeletal System	Talk to your son about the importance of exercise for both mental and physical well-being.
Summer	PE: Athletics Track and Field Events; Key Dance Techniques Key Skill Development, Team building and Orienteering Cricket, Rounders, Softball, Outdoor and Adventurous Activities	Creativity	Ask your son about the skill groups that he has learnt about this year in Physical Education.  Talk to your son about how fitness is related to general health and disease prevention.

## Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Health Related Exercise, Badminton and Table Tennis Assessment	Teacher Assessment
2	Athletics Assessment	Teacher Assessment





# Subject: Religious Education

## What will we cover this year?

Term	Topic	Key Themes	How can I help?
<b>Michaelmas</b>	<p><b>What is a Worldview?</b> Comparative Religion.</p> <p>Is religio (religion) still there to bind us?</p> <p>Students will know that:</p> <p>There are a multitude of world views, all of which affect the way in which people interact with the world. We will survey a brief history of symbolism, authority, worship, and morality in religion.</p> <p>Students will also have to evaluate the relevance and importance of religion in the world today – not just in the Religious Studies classroom, but around the whole school.</p>	<p>World Views</p> <p>Finding Major Religions</p> <p>Comparative Religion</p> <p>Symbolism in Religion</p> <p>Teaching and Authority</p> <p>Worship and Morality</p> <p>The importance of Religion</p>	<p><a href="#">Unit: Denominations: why did the Christian Church become diverse?   KS3 Religious education   Oak National Academy</a></p> <p><a href="#">Unit: Prophethood: how are Abrahamic faiths connected through prophets?   KS3 Religious education   Oak National Academy</a></p> <p><a href="#">Religious beliefs and practices - Religious Studies - BBC Bitesize</a></p>
<b>Christmas</b>	<p><b>Abrahamic Beliefs and Expression – Judaism</b></p> <p>How have the early roots of Judaism helped generate monotheism? Where can we see the philosophical influence of Judaism today?</p> <p>Students will know that:</p> <p>Judaism has a broad and rich history of tradition and belief, and students will explore the prevalence of this in the world today.</p> <p>Students will all investigate the historical origins in Abraham, branching to Moses and the subsequent exodus out of Egypt.</p>	<p>Judaism in the world today</p> <p>Abraham</p> <p>Moses</p> <p>Key Beliefs</p> <p>Key principles for living</p>	<p><a href="#">Unit: Judaism: beliefs and teachings   KS3 Religious education   Oak National Academy</a></p> <p><a href="#">Unit: Judaism: practices   KS3 Religious education   Oak National Academy</a></p> <p><a href="#">Blog - TrueTube</a></p> <p><a href="#">What Is Judaism? - BBC Bitesize</a></p>
<b>Spring</b>	<p><b>Christian Identity and Beliefs</b></p> <p>How can Christianity maintain paradoxical beliefs simultaneously with a grasp of truth? Who was the person of Christ?</p> <p>Students will know that:</p> <p>The history of Christianity is broad, it has roots in the above Abrahamic origins whilst a unique path paved by the life of Jesus.</p> <p>Students will look at the difficult but theologically rewarding topics of the Trinity and authorship in the Bible. Alongside this, we will look to Jesus and how his life completely shaped this religious tradition.</p>	<p>Life of Jesus</p> <p>Jesus as a Miracle Worker</p> <p>Jesus as a Teacher</p> <p>The Trinity</p> <p>The Bible</p>	<p><a href="#">Unit: Christianity: beliefs and teachings   KS3 Religious education   Oak National Academy</a></p> <p><a href="#">Blog - TrueTube</a></p> <p><a href="#">Beliefs, teachings &amp; practices - Unit 1 - Religious Studies - BBC Bitesize</a></p> <p><a href="#">Unit: Prophethood: how are Abrahamic faiths connected through prophets?   KS3 Religious education   Oak National Academy</a></p>



Term	Topic	Key Themes	How can I help?
<b>Easter</b>	<b>Christian Experiences and Expressions</b> Is there any proof for the existence of God? Students will know that: In this term we build upon the theological foundations made in the term before. We will apply these ideas to the life of Christians looking specifically at worship and symbolism. This will be reinforced by a visit to the local and extremely historical church, St. Wulfram's Church. Alongside this applied theology, students will look at the importance of the Gospels, and in particular death within them, for Christians.	Symbolism and Worship The Gospels The Death of Jesus Easter	<a href="#">Unit: Christianity: practices   KS3 Religious education   Oak National Academy</a> <a href="#">Worship and festivals - Practices in Christianity - GCSE Religious Studies Revision - AQA - BBC Bitesize</a> <a href="#">Blog - TrueTube</a>
<b>Trinity</b>	<b>Dharmic Identities and Beliefs – Hinduism</b> How do Hindu beliefs challenge common conceptions of religion? What are the most common misconceptions about Hinduism? Students will know that: Students will study the history of Hinduism, investigating how the world's oldest 'religion' defies categorisation. Furthermore, we will reflect on how commonly held views of Hindu beliefs are often misconceptions. Students will also look at key Hindu beliefs such as Karma, Rebirth, the Trimurti, and regarding the Vedas.	Introduction to Hinduism The Trimurti Karma and Rebirth	<a href="#">Unit: Dharma: how is this interpreted and put into action?   KS3 Religious education   Oak National Academy</a> <a href="#">Lesson: Dharma and moksha   KS3 Religious education   Oak National Academy</a> <a href="#">Hinduism - Religious Studies - BBC Bitesize</a>
<b>Summer</b>	<b>Dharmic Expressions and Experiences – Hinduism</b> What is the inside and outside of a Mandir like? Why are there so many holy texts, and why are they so important? Students will know that: Students will now build upon the previous terms work, applying their studies to looks at the importance of the Vedas – particularly at why different traditions study different texts, Students will also look at the rich history of different symbols from Hinduism, and how many of the most well known symbols today owe themselves to this past.	Hindu Temples Worship at home Worship at the Temple Symbolism Holy Texts	<a href="#">Places of worship - Practices in Hinduism - Religious Studies Revision - AQA - BBC Bitesize</a> <a href="#">Holy Crib: The Mandir - TrueTube</a> <a href="#">A Day in the Life of a Hindu Priest - TrueTube</a>

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Comparative Religion. What is a Worldview?	Self, Peer and Teacher Assessment
<b>2</b>	Christian Identity and Beliefs Christian Experiences and Expressions	Self, Peer and Teacher Assessment



# Subject: Science

## What will we cover this year?

Science is taught on a rotation of key areas. In Year 7, students study Biology, Chemistry and Physics in rotation.

The order that each class follows will vary, however, the below is used as an example for illustrative purposes.

Term	Topic	Key Themes	How can I help?
<b>Michaelmas</b>	<b>Organisms 1</b> Living processes, cells in plants and animals, unicellular organisms and the role of the human skeleton, muscles & joints. <b>Matter 1</b> How all matter is made of particles, states of matter, solutions and several techniques for separating mixtures	Cell biology Coordination and control Structure, bonding and the properties of matter	Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.  Biology: Access AQA Activate 1 Kerboodle topic 8  Chemistry: Access AQA Activate Kerboodle topic 5  Discuss their current learning on a regular basis and help test them when revising for topic assessments!
<b>Christmas</b>	<b>Forces 1</b> How to describe the motion of objects using calculations and graphs, what a force is, different types of force and their effects on objects. Gravity.	Forces are pushes and pulls. they can be balanced or unbalanced and they can affect the motion of objects	Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.  Physics: Access AQA Activate 1 Kerboodle topic 1  Discuss their current learning on a regular basis and help test them when revising for topic assessments!
<b>Spring</b>	<b>Genes 1</b> Inherited variations and environmental variation, adolescence, human reproduction. <b>Reactions 1</b> Acids and alkalis, metals and non-metals and their oxides, metal reactivity series, displacement reactions and making salts.	Evolution, inheritance and variation Chemical changes	Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.  Biology: Access AQA Activate 1 Kerboodle topic 10  Chemistry: Access AQA Activate 1 Kerboodle topic 6  Discuss their current learning on a regular basis and help test them when revising for topic assessments!
<b>Easter</b>	<b>Electricity/Electromagnets 1</b> Voltage, current & electrical circuits, using electricity, efficiency.	Electrical charge, current and potential difference	Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.  Physics: Access AQA Activate 1 Kerboodle topic 2  Discuss their current learning on a regular basis and help test them when revising for topic assessments!

Term	Topic	Key Themes	How can I help?
<b>Trinity</b>	<b>Ecosystems 1</b> Describing the factors and components of an ecosystem, feeding relationships within food chains and webs, competition and reproduction in flowering plants.	Ecosystems Interdependence of organisms	Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.  <u>Biology</u> : Access AQA Activate 1 Kerboodle topic 9  Discuss their current learning on a regular basis and help test them when revising for topic assessments!
<b>Summer</b>	<b>Energy 1</b> Types of energy, energy transfers, conservation of energy, efficiency.  Waves 1 Transmission of light and sound, wave features, reflection, refraction, the ear, the eye.	Forms of energy and energy stores.  Sound and light	Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.  <u>Physics</u> : Access AQA Activate 1 Kerboodle topic 3 and topic 4  Discuss their current learning on a regular basis and help test them when revising for topic assessments!

## Assessment

Cat Point	What will be assessed	Nature of the assessment
<b>1</b>	Organisms 1, Matter 1 & Forces 1	One 48-mark assessment per topic used cumulatively to assign a CAT1 level based on a combined score.
<b>2</b>	Genes 1, Reactions 1 and Electricity/Electromagnets 1	One 48-mark assessment per topic used cumulatively to assign a CAT2 level based on a combined score.





