



# Swakeleys School for Girls

Year 7 Curriculum Guide by half term:  
Spring 2



## SWAKELEYS SCHOOL FOR GIRLS

Year 7 students will study 16 subjects, all of which they continue until the end of year 8. The following provides families and students with guidance on each of these subjects starting. It outlines what Year 7 will be taught, the type of assessment that they will experience and any resources that they will need. If you prefer, you can view this information by subject to see what the full academic year of learning in each subject looks like in our Curriculum Guide by subject publication. You can find this on our website at: <https://swakeleys.hillingdon.sch.uk/curriculum/>

You will see that many subjects mention 'Lighting Fires' – this is our approach to the first few lessons in secondary school which really aim to inspire and excite students about their learning with us!

Year 7 also have an internal exam period of two weeks where each subject will hold 'exam style' assessments during the same two week period. These fall in Summer 1 and are to give students a taste of what final GCSE exams will be like when the time comes! There is a separate document which details the content for each subject for these exams which is also on our website (see the link above).

### Year 7 Curriculum Guide: Spring 2

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Core subjects			
<b>Maths</b>	<ul style="list-style-type: none"> <li>Probability (using a probability scale, listing events, find probabilities based on equally likely outcomes)</li> <li>Equations (Solving linear equation using 1 or 2 steps. Ext – solve with brackets and/or variable on both sides)</li> </ul>	Ongoing in class assessment, including regular skills checks.	Use the Independent Learning tab on Sparx Maths to work on specific topics.
<b>English</b>	<p><b>Non-fiction</b> – study of a range of non-fiction extracts in order to understand them. Comparison of two texts based on the themes, ideas covered, perspectives, and language and structure. This links to Language Paper 2 Section A of the GCSE exam.</p>	One question asking students to compare ideas, themes, perspectives, and language and structure in two texts. 1-2 comparative points. 50mins.	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>Non-fiction extracts.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zq9mxbk/articles/z7m9cmn#zjt4dnb">https://www.bbc.co.uk/bitesize/topics/zq9mxbk/articles/z7m9cmn#zjt4dnb</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zq9mxbk/articles/zrhjdp3">https://www.bbc.co.uk/bitesize/topics/zq9mxbk/articles/zrhjdp3</a></p>

<b>Science</b>	<ul style="list-style-type: none"> <li>Structure and function of body systems (levels of organisation, gas exchange, breathing, skeleton, movement: joints and movement: muscles)</li> <li>Reactions (chemical reactions, word equations, burning fuels, thermal decomposition, conservation of mass, endothermic and exothermic)</li> </ul>	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 7 spreadsheet.  <a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMg4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMg4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</a></p> <p>Seneca Learning.</p> <p>Activate 1 workbook.</p> <p>Science club.</p>
<b>Art</b>	<p><b>Colour Theory</b>  The aim of the project is to learn the basics of colour and how it is used in art and in other ways. Beginning by exploring primary, secondary and tertiary colours, students will be mixing watercolour to create their own colour wheel. Further exploring how to incorporate the elements of art (previous learning) within colour, students will explore warm and cool colours as well as tonal elements of colour, and how artists have used colour schemes to create different atmospheres in their own work.</p> <p>Using the skills and understanding acquired students will create their own artwork in response to an artist. Students will also explore the work of landscapes artists from around the world (Japanese block prints/ Van Gogh impressionist work) further exploring painting techniques by Van Gogh (or any other chosen artist). Students will complete the project by creating a landscape painting influenced by the artists painting techniques.</p>	<p>On-going self/peer assessment in class.</p> <p><b>Knowledge</b> – to know about great artists, to evaluate and analyse creative works using the language of art and design.</p> <p><b>Skills</b> – to creatively explore ideas and record experiences.  Painting skills in the style of the impressionists. Mixing colours, blending, brush control, creating tone and texture. Colour mixing.</p> <p><b>Understanding</b> – to understand the work of Van Gogh, how he captured his images and the effects he wanted to portray. Use this understanding when creating the final response of a landscape.</p>	<p>Key stage 3 art club will be available for pupils at certain lunch times.</p> <p>Resources shared on google classroom.</p> <p>Art competitions.</p> <p>Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.</p> <p>Work displayed around the school.</p> <p>Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.</p> <p>Work displayed around the school.</p>

<b>Computer Studies</b>	<p><b><u>Sequencing instructions:</u></b></p> <ul style="list-style-type: none"> <li>• Write simple sequences to create shapes</li> <li>• Refine sequences, to use repetition instructions, to make them more efficient</li> <li>• Explain what procedures and variables are</li> <li>• Be able to create procedures and variables to draw shapes</li> <li>• Use the colour commands, within sequences of instructions</li> <li>• Be able to create sequences of instructions, incorporating repetition, procedures, variables and colour</li> </ul>	<p>Regular key words taught in the module.</p> <p>Use maths knowledge to calculate external angles for polygons.</p> <p>Develop skills on programming a turtle by giving instruction and command to draw shapes.</p>	<p>Google drives. Google slides. Google classroom. PowerPoint presentation.</p> <p>MS logo software.</p>
<b>Dance</b>	<p><b><u>The Haka:</u></b> The origins of the Haka from New Zealand and where they are performed. Learn and perform the routine and chant for 'Ka Mate', implementing knowledge of effective formations and teamwork to create a performance. Skills developed are coordination, projection, confidence and strength.</p> <p>Catch up activities: A range from the previous activities due to any missed time (exams, weather etc).</p>	<p>Assessment is via practical assessment and verbal Q&amp;A.</p> <p>Assessment is ongoing every lesson by the teacher.</p> <p>There are numerous opportunities to observe each other, and give feedback to peers.</p>	<p>Full PE kit, bare feet or soft dance shoes.</p> <p>Dance club at lunchtime.</p> <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p>

<b>Design Technology</b>	<p><b><u>Introduction to food preparation &amp; nutrition.</u></b></p> <p>This course has been developed to give students a grounding in food preparation and nutrition, reflecting the major changes to GCSE Food Preparation and Nutrition. Students will demonstrate and apply knowledge and understanding of the concepts of food nutrition and health, food safety, food choice, food science and food provenance. Year 7's will plan, prepare, cook and present a variety of predominantly savoury dishes, using a range of equipment and ingredients.</p> <p>They will learn how to weigh and measure accurately, use a food processor to make a healthy smoothie, basic knife skills to prepare vegetables for a colourful cous cous salad.</p>	<p><b>Formative:</b></p> <p>Response to questions during knowledge section.</p> <p>Observation during making activities.</p> <p>Plenary quizzes.</p> <p><b>Summative:</b> end of unit assessment of completed product.</p>	<p>Students must remember their equipment:</p> <p>Hair tie (something suitable to tie up their hair).</p> <p>Food safe container (for taking their food product away/ home).</p> <p>High risk ingredients (e.g. cooked meat and poultry, dairy products) must be taken to the food room before registration and stored in the fridge.</p> <p>Please ensure your daughter has their name and form group labelled clearly on their ingredients/bags.</p> <p>Free school meals (FSM) students will have ingredients provided.</p> <p>Easy ways to eat well and move more:  <a href="https://www.nhs.uk/healthier-families/">https://www.nhs.uk/healthier-families/</a></p>
<b>Drama</b>	<p><b><u>Script Writing</u></b></p> <p>To gain knowledge of what makes a script, how to follow a script and how to write a script. Focusing on characterisation, stage directions and setting.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment of drama performance.</p>	<p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p>
<b>French</b>	<p><b><u>Module 3: Mon temps libre (Free time)</u></b></p> <p>Point de départ: (introducing weather and seasons and more French sounds)</p> <p>Unit 1: Tu es sportif/sportive? (to talk about sports you like and using the verb 'to play')</p> <p>Unit 2: Qu'est-ce que tu fais? (to talk about activities and using the verb 'to do')</p> <p>Unit 3: Le sport dans les pays francophones (to talk about sports in French speaking countries)</p> <p>Unit 4: Tu aimes faire ça? ( to talk about what you like doing using infinitive verbs)</p> <p>Unit 5: Questions (forming and answering questions)</p>	<p>Regular vocabulary test on key words taught in the module.</p> <p><b>Mid-Module 3:</b> Translation</p> <p><b>End of Module 3:</b></p> <p>Listening, Reading, Translation, Writing</p> <p>Revision work: Teacher led in class.</p>	<p>Student notes in exercise book.</p> <p>Resources shared on Google Classroom.</p> <p>Dynamo 1 Textbook (in class).</p> <p>Dynamo 1 workbook (in class).</p> <p>The <a href="#">Languagenut</a> website is also an excellent resource.</p>

<b>Geography</b>	<p><b>Geographical Challenges: The World of Work and Fast Fashion.</b></p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> <li>• The employment sectors</li> <li>• The UK at work</li> <li>• Global patterns of work</li> <li>• A global industry: Fast Fashion</li> <li>• What is fast fashion?</li> <li>• The impacts of fast fashion</li> <li>• Sustainable fashion</li> </ul>	<p>An in-class assessment in which pupils have to design their own sustainable fashion outfit. Pupils will have a homework opportunity to prepare for this.</p>	<p>All lessons will be made available on the Google Classroom.</p> <p>Exercise books.</p> <p>BBC Bitesize.</p> <p>Geography textbooks.</p>
<b>German</b>	<p><b><u>Kapitel 4: Schule ist klasse!</u></b> (Module 4: School is great!)</p> <ul style="list-style-type: none"> <li>• Unit 1: Ich mag Deutsch! (School subjects, including the word 'because' to introduce reasons and opinions)</li> <li>• Unit 2: Was und wann? (Days of the week, including telling the time using correct German word order)</li> <li>• Unit 4: Im Klassenzimmer (School facilities and rules, including prepositions)</li> <li>• Unit 5: Mein Lieblingstag (Reading skills, including dictionary skills)</li> <li>• Unit 6: Meine Traumschule (Speaking skills)</li> </ul>	<p>Regular vocabulary test on key words taught in the module.</p> <p><b>End of Module 3 : in spring 2</b> Writing test</p> <p><b>Mid-Module 4:</b> Translation test</p> <p><b>End of Module 4:</b> in summer 1 Writing</p>	<p>Student notes in exercise book. Resources shared on Google Classroom. Stimmt 1 Textbook (in class). Stimmt 1 workbook (in class).</p> <p>The <a href="#">Languagenut</a> website is also an excellent resource.</p>
<b>History</b>	<p><b>How similar was life in Early Modern Britain to Mughal India, 1485-1660?</b></p> <ul style="list-style-type: none"> <li>• How were the Tudor dynasty and Mughal Empire founded?</li> <li>• What life like in Early Modern England?</li> <li>• What was life like in Mughal India?</li> <li>• Why did Henry VIII break with Rome?</li> <li>• How similar were England and India politically?</li> <li>• How tolerant were England and India in the 1600s?</li> <li>• How similar was life for women in India and England?</li> <li>• What cultural changes took place in England and India?</li> </ul>	<p>Teacher in class assessment.</p> <p>1 hour assessment at the end of the enquiry question.</p> <p>Pupil progress tracker.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Pupil exercise books.</p> <p><a href="#">BBC - Search results for mughal india</a></p>



<b>Music</b>	<p><b><u>Vocal Skills</u></b></p> <p>Students will learn keywords associated with singing. Students will learn the skill of how to prepare and warm up their vocal to sing. Students will learn the skills of rehearsing, evaluating and improving a performance and group work skills. Ability to work as a team and rehearse in a group.</p> <p>Listening to a variety of pieces, composing and performing to the class.</p>	<p><b>On-going self/peer assessment in class.</b></p> <p>Assessment will be via a vocal performance of a song.</p>	<p>Notes in student music booklets.</p> <p>Song lyrics and backing track will be on google classroom.</p> <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p>
<b>PE</b>	<p><b>Football:</b> developing and performing basic skills such as passing, control, dribbling. They should become confident when dribbling the ball and be able to use skills in small sided games whilst following basic rules such as goal kicks, corners and throw ins.</p> <p>Catch up activities: A range from the previous activities due to any missed time (exams, weather etc).</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focused on three key areas via practical assessment and verbal Q&amp;A:  <b>Knowledges;</b> rules, techniques, basic anatomy and physiology in sport  <b>Skill;</b> technique &amp; outwitting opponents  <b>Understanding;</b> tactics, decision making, analysis of performance &amp; application of knowledge on performance levels.</p>	<p>Full PE kit. – football boots are not essential but trainers will get muddy! Football club at lunchtime and also after school team practice and matches which runs all year round.</p>
<b>PSHCE</b>	<p><b>Theme: Health &amp; Wellbeing</b></p> <p>Lesson 1: E-safety - Considering the impact of using social media and too much screen time</p> <p>Lesson 2: Puberty - what can I expect, what's normal and why does it happen?</p> <p>Lesson 3: Periods, the menstrual cycle and PMS – what do I need to know?</p> <p>Lesson 4: Celebrating International Women's Day</p> <p>Lesson 5: Personal Hygiene - Keeping healthy and the importance of keeping clean</p> <p>Lesson 6: First Aid – learning about the recovery position</p>	<p>Assessment takes the form of baseline assessments at the start and end of themes. This is through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p>	<p>Student notes in exercise book.</p> <p>Resources shared on Google Classroom.</p> <p>Further support/information/websites is signposted for particular topics in the lesson power point.</p> <p>Newsround is useful to keep up to date on what is happening in the world</p> <p>Swakeleys school learning resource centre (LRC).</p>

<p><b>RE</b></p>	<p><u>Sikhism</u> Students will develop their knowledge and understanding of the Sikh religion, including:</p> <ul style="list-style-type: none"> <li>• The Sikh place of worship – The Gurdwara</li> <li>• The Sikh code of conduct – The Rahit Maryada and its impact on Sikh lives and the wider community</li> <li>• Core beliefs of Sikhism, including beliefs about God and life after death</li> </ul> <p><u>Judaism</u> Students will then begin their study of Judaism, to cover:</p> <ul style="list-style-type: none"> <li>• Introduction to Judaism</li> <li>• The beginning of Judaism: Prophet Abraham</li> <li>• Prophet Moses, the covenant and the Jewish law</li> </ul>	<p>Ongoing in-class assessment.</p> <p>30 minute end-of-topic written assessment on Sikhism testing knowledge, understanding and evaluation skills.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Year 7 Philosophy, extra-curricular lunchtime club.</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a></p>
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