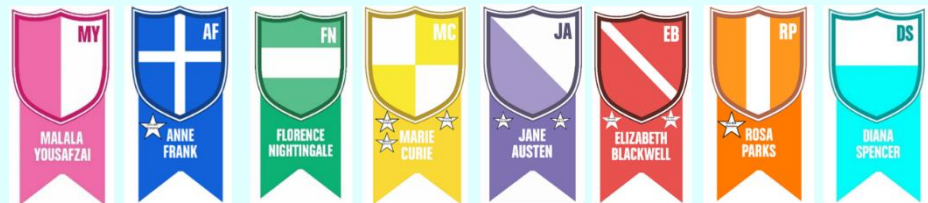


# Swakeleys School for Girls

Year 7 Curriculum Guide by half term:  
Autumn 2

enjoy      achieve      aspire      succeed



# 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 with Autumn 1 below. 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: Autumn 2

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Core subjects</b>			
<b>Maths</b>	<ul style="list-style-type: none"> <li>Fractions (simplifying, equivalent, ordering, addition and subtraction.</li> <li>Mixed numbers and fraction of an amount)</li> <li>Decimals (place value, 4 operations and problems in context)</li> <li>Percentages (percentages of an amount, converting between fractions, decimals and percentages)</li> <li>Ratio (Simplify, sharing a ratio)</li> </ul>	<p>Ongoing in class assessment, including regular skills checks.</p> <p>A one hour written assessment covering the content of the term will be given at the end of the term.</p>	<p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>
<b>English</b>	<p><b>Gothic Horror</b> – a booklet of extracts (from fiction novels, plays, poems and songs) on the theme of Gothic Horror. Analysis of language and structure techniques from specific line numbers, and evaluation of the writer’s aim in the extracts.</p> <p>This links to Language Paper 1 Section A of the GCSE exam.</p>	<p>One evaluation style question that requires students to write about how well the writer achieves their aim in relation to a specific theme. 2-3 paragraphs up to 1 hour.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>Gothic booklet of extracts.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z7kx6g8">https://www.bbc.co.uk/bitesize/topics/z7kx6g8</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z9cssk7#zh9vwwx">https://www.bbc.co.uk/bitesize/articles/z9cssk7#zh9vwwx</a></p>

<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Particles and their behaviour (the particle model, states of matter, melting and freezing, boiling, more changes of state, diffusion and gas pressure)</li> <li>• Elements, atoms, compounds and chemical formulae</li> <li>• Cells (observing cells, plant/animal cells, specialised cells, movement of substances and unicellular organisms)</li> </ul>	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for particles and their behaviour and cells 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.          Activate 1 workbook.          Science club.</p>
<p><b>Art</b></p>	<p><b>Art is everywhere...</b>and the work of our students is all around the school....and it could be you next! All art lessons are with talented and specialist teachers and in dedicated art rooms. There is a baseline drawing assessment at the start to help us understand your ability.</p> <p><b>Elements of Art</b> (<i>the following will run throughout the Autumn term</i>). The aim of this project is to introduce year 7 to the <b>basic elements of art</b>, and be able to identify the elements in artwork and in their own surroundings. Year 7 will learn new skills and techniques and explore the elements through drawings, mixed media and painting work. They will gain knowledge on how elements are used in a range of artwork and by various artists around the world. The focus on artist, crafts-people and designers include optical art designs by Bridget Riley, patterns from around the world (including ancient art by aboriginals and Islamic geometric art and other cultures).Contemporary female artists are also looked at such as the Brazilian artist Beatriz Milhazes to show how past influences have informed modern work.</p>	<p>On-going self/peer assessment in class.</p> <p>Elements of Art &amp; design which include line, tone, texture, shape, form, composition, pattern and perspective.</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. To become proficient in basic drawing skills using a range of dry media.</p> <p><b>Understanding</b> – to understand the historical and cultural developments of different artists, craft workers and designers art forms, use these ideas when creating your own work.</p>	<p>Key stage 3 art club will be available for students during a range of lunchtimes. Check out the clubs poster for more information.</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>

<b>Computer Studies</b>	<p><b><u>'All About Me' presentation</u></b></p> <ul style="list-style-type: none"> <li>• Create folders</li> <li>• Familiarise with Google classroom, google drives</li> <li>• Know the difference between PowerPoint Presentation and Google slides</li> <li>• Understand what PowerPoint is</li> <li>• Identify key features in the Ribbon Menu System</li> <li>• Format text boxes</li> <li>• Understand basic slide layouts</li> <li>• Understand basics of slide designs</li> <li>• Insert Pictures</li> <li>• Start &amp; create a PowerPoint</li> </ul>	<p>Online testing – no revision or preparation required for these baseline tests.</p> <p>Students present their work to the class. This is an informal assessment where students build their confidence and engage with their peers.</p>	<p>Google drives. Google slides. Google classroom.</p> <p>Powerpoint presentation.</p>
<b>Dance</b>	<p><b><u>Rock n' Roll:</u></b> Developing and performing basic skills such as flick kicks, hand jive, partner work, mirroring and canon. They should become confident when working in small teams and build confidence when performing in front of others.</p>	<p>Assessment is via practical assessment and verbal Q&amp;A. Assessment is ongoing every lesson by the teacher. There are numerous opportunities to observe each other, and give feedback to peers.</p>	<p>Full PE kit, bare feet or soft dance shoes. Dance club at lunchtime. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! Rehearsals for the School Production after school.</p>
<b>Design Technology</b>	<p><b><u>Introduction to materials: textiles.</u></b> This project introduces students to textiles and their relevance and importance in the world around us. Students will follow the design process to design and make an environmentally friendly and sustainable cushion, taking inspiration from wildlife and, in particular, the plight of endangered animals. The sources of textile fibres will be studied, with a focus on cotton and its impact on the environment. The 6R's of sustainability are also referenced. Students will use a template to cut fabric, apply decorative techniques and use a sewing machine for basic sewing. Safe working practices are a continuous theme throughout the manufacturing process.</p>	<p><b>Formative:</b> observation through whole-class activities- student participation. Assessment of written content: verbal &amp; written feedback, notes produced in student folios. Plenary quizzes.</p> <p><b>Summative:</b> end of unit assessment of completed product (making assessment).</p>	<p>To create mood boards: <a href="https://www.canva.com/create/mood-boards/">https://www.canva.com/create/mood-boards/</a></p> <p>For research: <a href="https://www.wwf.org.uk/">https://www.wwf.org.uk/</a></p>

<b>Drama</b>	<p><b><u>Physical Theatre</u></b> Using body language, facial expressions and gestures together with movement to bring inanimate objects to life through creativity. Developing empathy from the previous topics and thinking about how we treat material things in life.</p>	<p>On-going self/peer assessment in class.  Assessment of drama performance.</p>	<p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!  ECAs perform in Winter Showcase.</p>
<b>French</b>	<p><b><u>Module 2 : En classe (In class)</u></b>  Point de départ: (Introduction to colours and time) Unit 1: les matières (school subjects, likes and dislikes) Unit 2: Qu'est-ce que tu portes? (clothes and adjectives)</p>	<p>Regular vocabulary test on key words taught in the module  <b>Mid-Module 2:</b> Speaking  Revision work: Teacher led in class. Speaking practice available during lunchtime with the Language Assistant.</p>	<p>Student notes in exercise book. Resources shared on Google Classroom. Dynamo 1 Textbook (in class). Dynamo 1 workbook (in class). The <a href="#">Languagenut</a> website is also an excellent resource.</p>
<b>Geography</b>	<p><b>Our Urbanising World.</b>  Students will study the following:</p> <ul style="list-style-type: none"> <li>• What is urbanisation/causes/consequences?</li> <li>• Global patterns of urbanisation (in both less and more developed countries)</li> <li>• Positives and negatives of migration to cities</li> <li>• Manchester case study and the industrial revolution</li> <li>• Slums as a result of rapid urbanisation</li> </ul>	<p>Written test paper to include multiple choice, key definitions, resource response questions and longer written answers.</p>	<p>All lessons will be made available on the Google Classroom.  Exercise books.  BBC Bitesize.  Geography textbooks.</p>

<p><b>German</b></p>	<p><b>Kapitel 2: Familie und Tiere</b> (Module 2: Family and animals)</p> <ul style="list-style-type: none"> <li>• Unit 1: Extreme Haustiere (Discussing pets, including using pronouns)</li> <li>• Unit 2: Supertiere (Describing pets, including the verb 'can')</li> <li>• Unit 3: Meine Familie (Talking about family members, including age and numbers up to 100)</li> <li>• Unit 4: Die Farben der Welt (Describing family members, including a range of adjectives)</li> <li>• Unit 5: Alles Gute! (Birthdays and months, including ordinal numbers e.g. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)</li> <li>• Unit 6: Speaking skills (Asking and answering questions)</li> </ul>	<p>Regular vocabulary test on key words taught in the module.</p> <p><b>Mid-Module 2:</b> Speaking test</p> <p>Revision work: Teacher led in class. Speaking practice available during lunchtime with the Language Assistant.</p> <p><b>End of Module 2:</b> Listening, reading, translation, writing tests.</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>
<p><b>History</b></p>	<p><b>How important was religion and conquest in the Middle Ages? How much of a challenge was religion to the monarch during the Middle Ages and how tolerant were they to it?</b></p> <p>This will cover:</p> <ul style="list-style-type: none"> <li>• What and why was there a crisis in 1066?</li> <li>• What happened at the Battle of Hastings?</li> <li>• Why did William win the Battle of Hastings?</li> <li>• The Norman conquest Link to different people in Britain</li> <li>• The power of the church and its importance in people's lives</li> <li>• Tolerance of kings and link to Becket. Explore how Jews were treated in the Middle Ages.</li> <li>• Reasons for Islamic expansion</li> <li>• What was life like in the Islamic Empire?</li> <li>• Success and significance of the Crusades</li> </ul>	<p>Teacher in class assessment.</p> <p>A levelled piece of work on the Norman Conquest which is peer-assessed.</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>BBC bitesize.</p>

<p><b>Music</b></p>	<p><b><u>Ode to Joy</u></b>  Students will learn how to read the treble clef and apply to performing Ode to Joy from notation. Students will learn how to play the keyboard with a good keyboard technique. Place Ode to Joy in context of the Classical era. Listening skills will be developed via appraising and evaluating Ode to Joy.</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 keyboard performance of Ode to Joy.</p>	<p>Notes in student music booklets.</p> <p>Ode to Joy sheet music will be available in student music booklets. Ode to Joy sheet music will be posted on google classroom. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!  ECAS perform in Winter Showcase.</p>
<p><b>PE</b></p>	<p>Badminton: Students should develop basic coordination. They should learn key shots such as the serve and the clear (overarm and underarm). Students should be able to score and umpire singles matches using a few key rules (eg court area/out, serve rules).</p> <p>Health Related Fitness, fitness testing: Students will learn how to exercise safely and efficiently. They will learn and experience a range of fitness testing procedures to measure a range of fitness components such as endurance, speed, agility, co-ordination 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:  Knowledge; rules, techniques &amp; basic anatomy and physiology in sport  Skills; technique, outwitting opponents &amp; performing at maximum  Understanding; tactics, decision making, analysis of performance &amp; application of knowledge on performance levels.</p>	<p>Full PE kit.</p> <p>Weekly badminton club at lunchtime from Sep – April.</p> <p>SHA team competitions and after school practice.</p>
<p><b>PSHCE</b></p>	<p><b>Theme: Living in the Wider World</b>  Lesson 1: What are needs and wants and why are the differences important?  Lesson 2: Making Ethical Financial Decisions  Lesson 3: Who are UNICEF &amp; how do they help enforce Human Rights for children?  Lesson 4: Prejudice &amp; Discrimination  Lesson 5: What are Protected Characteristics?  Lesson 6: Disability &amp; discrimination  Lesson 7: Overview of 2024 quiz</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.  Resources shared on Google Classroom.  Further support/information/websites is signposted for particular topics in the lesson power point.  Newsround is useful to keep up to date on what is happening in the world  Swakeleys school learning resource centre (LRC).</p>

<b>RE</b>	<p><u>Life of Jesus</u> Students will develop their knowledge and understanding of the life of Jesus, and his importance to the Christian Faith, through study of:</p> <ul style="list-style-type: none"><li>• Who is Jesus?</li><li>• The life of Jesus</li><li>• Jesus' 'New commandment'</li><li>• Jesus' miracles and their significance</li><li>• Jesus' teachings on forgiveness</li><li>• Jesus' parables and their meaning</li></ul>	<p>Ongoing in-class assessment.</p> <p>30 minute end-of-topic written assessment 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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