



Swakeleys School for Girls

Year 7 Curriculum Guide by half term:
Summer 1



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. 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: Summer 1

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Core subjects			
Maths	<ul style="list-style-type: none"> Co-ordinates (plot points in the 1st quadrant and all 4, draw axes, plot and interpret linear graphs) Sequences (generate and describe sequences, find the term to term rule. Ext to find the nth term) Transformations (recognise reflectional and rotational symmetry, know the meaning of and be able to do simple reflections, rotations, enlargements and translations.) 	<u>Year 7 Internal Exams:</u> Two one hour written assessments (non-calc and calc) covering the content of the year so far.	A self-assessment summary of the first term will be stuck into books during the first week of this term. Use the Independent Learning tab on Sparx Maths to work on specific topics.
English	Refugee Boy: The Play – study of extracts from the play and exploration of imaginative writing skills. This links to Language Paper 1 Section B of the GCSE exam.	One question asking students to re-write and extend a scene from the play into a different format e.g. short story, diary entry, chapter. 1-2 pages. 50mins.	Lessons can be reviewed on Google Classroom. Notes in exercise books. Booklet of extracts. https://www.bbc.co.uk/bitesize/topics/zj42m39

Science	<ul style="list-style-type: none"> Light (reflections, refraction, the eye and the camera and colour) Acids and alkalis (indicators and pH, neutralisation and making salts) 	<p><u>Year 7 Internal exams</u></p> <p>One hour written assessment covering the content of the year so far (excluding light, acids and alkalis)</p> <p>End of chapter test at the end of the lessons for light and acids and alkalis (this will be after the internal exams to avoid too many tests for students). These will be one hour written tests. Revision of content required.</p>	<p>Use Year 7 spreadsheet.</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWiXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</p> <p>Seneca Learning.</p> <p>Activate 1 workbook.</p> <p>Science club.</p>
Art	<p>Portraiture</p> <p>The aims of this project is to introduce the theme of portraiture and identity, teaching them basic drawing skills of human form through observational sketches. Furthermore they will be expanding knowledge and understanding of how artists and designers have interpreted their own identity. Students will be introduced to the pop art movement and shown how art developed during that period (influenced by pop culture) and how work was mass produced through the advances of technology and art forms.</p> <p>To develop the theme of identity further, students will go further and explore how artists represented themselves through self-portraits in interesting ways such as Dali and his surrealist images and Frida Khalo showing her Mexican heritage. Students will take their ideas/influences and create their own meaningful response to the topic of identity.</p>	<p>On-going self/peer assessment in class.</p> <p>Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design (Pop Art and cultural portraits from around the world).</p> <p>Skills – to creatively explore ideas and record experiences.</p> <p>Explore proportional drawings of the face, use of oil pastels when blending colours and creating tonal effects.</p> <p>Understanding – to understand the work various artists which represent identity in an interesting way.</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>KS3 end of year art exhibition.</p>

Computer Studies	<p><u>Graphics</u></p> <ul style="list-style-type: none"> • The characteristics of vector graphics and how it is stored • Text characters are vector based • Look at different company's logo and their meaning • Understand how a bitmap graphics is made up of individual pixels • Manipulate vector and bitmap images • The importance of resolution when selecting and printing an image • Create and save a graphics in a format that preserves the layers 	<p>Regular key words taught in the module. Knowledge – able to identity types of logo and their file types. Skills – Understand the colour wheel chart and how to apply it.</p> <p>Understanding –the memory size required to save images. One hour written assessments covering the content of the year so far.</p>	<p>kuler.adobe.com</p> <p>Google drives. Google slides. Google classroom. PowerPoint presentation.</p> <p>Logo design worksheet.</p> <p>https://logomakr.com/</p> <p>https://make8bitart.com/</p>
Dance	<p><u>Musical:</u> Students will learn choreography from a musical. Students will extend the dance in group work using inspiration from the lyrics of the song. Focus on teamwork, artistry, communication, respect, and leadership. Implementation of choreographic devices such as mirroring, canon, accumulation, counterpoint and use of different spatial design.</p>	<p>Assessment is via practical assessment and verbal Q&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. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Choreographic competition & Preparation for Sports Dance opening dance at lunchtimes.</p>
Design Technology	<p><u>Food & nutrition.</u> Students will explore food commodities and to make a fruit crumble. An introduction to why we need food (focus on nutrition and the Eatwell Guide). Practical outcome: savoury muffins. Food provenance- where does our food come from and how is it grown? Practical: scone based pizza.</p>	<p><u>Formative:</u> Response to questions during knowledge section. Observation during making activities. Plenary quizzes. <u>Summative:</u> end of unit assessment of completed product.</p>	<p>Students must remember their equipment: Hair tie (something suitable to tie up their hair). Food safe container (for taking their food product away/ home). 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. Please ensure your daughter has their name and form group labelled clearly on their ingredients/bags. Free school meals (FSM) students will have ingredients provided. Easy ways to eat well and move more: https://www.nhs.uk/healthier-families/</p>

Drama	<p><u>The Taming of the Shrew</u> Understanding and developing knowledge of William Shakespeare, Shakespearian language and themes from the play such as relationships and communicating this to the audience. A focus on developing literacy.</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> <p>Year7 Drama Exam.</p>
French	<p><u>Module 4 : Ma vie de famille (family life)</u></p> <p>Point de départ: (talking about animals) Unit 1: Décris moi ta famille (describing your family and using possessive adjectives 'my' and 'your') Unit 2: Où habites-tu? (describing where you live and using the 'nous' form of '-er verbs') Unit 3: Qu'est-ce que tu manges au petit déjeuner? (to talk about breakfast and using the partitive article 'du/de la/ des/de l') Unit 4: On fait la fête? (to talk about festivals)</p>	<p>Regular vocabulary test on key words taught in the module.</p> <p><u>YEAR 7 INTERNAL EXAMS based on all topics covered up to the spring term</u></p> <p>SPEAKING Conversation (Qs prepared in advance). WRITING 4 sentences about a photo. Translation English to French. Grammar task. Writing 90 words. READING Comprehension questions. Translation French to English. LISTENING Listening to the audio recording in French and then questions and answers written in English. Revision work: Teacher led in class.</p>	<p>Student notes in exercise book. Resources shared on Google Classroom. Dynamo 1 Textbook (in class). Dynamo 1 workbook (in class).</p> <p>The Languagenut website is also an excellent resource.</p> <p>Speaking practice available during lunchtime with the Language Assistant.</p>
Geography	<p>Global Ecosystems.</p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> • What is an ecosystem? • Global ecosystems to include location and characteristics of; <ul style="list-style-type: none"> i. The tropical rainforest ii. Polar regions iii. The tundra iv. Hot deserts • Global ecosystems under threat 	<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.</p> <p>Exercise books.</p> <p>BBC Bitesize.</p> <p>Geography textbooks.</p>

<p>German</p>	<p><u>Kapitel 5: Gute Reise!</u> (Module 5: Good trip!) <i>across 2 half-terms as a longer module</i></p> <ul style="list-style-type: none"> Unit 1: In der Stadt (Places in town, including negative structures and 'there is/there are') Unit 2: Wir gehen einkaufen! (Souvenirs, including the verb 'to like to') Unit 3: Mmm, lecker! (Food and drink vocabulary, including the verb 'to buy' and German currency) Unit 4: In den Sommerferien (Holiday plans) Unit 5: Auf geht's! (Listening skills) Unit 6: Willkommen! (Writing skills) 	<p>Regular vocabulary test on key words taught in the module.</p> <p><u>YEAR 7 INTERNAL EXAMS based on all topics covered up to the spring term</u></p> <p>4 skills to be examined:</p> <p>SPEAKING Conversation (Qs prepared in advance)</p> <p>WRITING 4 sentences about a photo Translation English to German, grammar task Writing 90 words</p> <p>READING Comprehension questions Translation German to English</p> <p>LISTENING Listening to the audio recording in German and then questions and answers written in English Revision work: Teacher led in class.</p>	<p>Student notes in exercise book. Resources shared on Google Classroom. Stimmt 1 Textbook (in class). Stimmt 1 workbook (in class). Speaking practice available during lunchtime with the Language Assistant.</p> <p>The Languagenut website is also an excellent resource. Speaking practice available during lunchtime with the Language Assistant.</p>
<p>History</p>	<p>How did people take action to get more power and rights from 1215 to 1918?</p> <ul style="list-style-type: none"> King John & Magna Carta Peasants revolt Why the king fell out with parliament? Causes of the English Civil War Who was to blame? Why did the people kill the king? Restoration of the monarchy and constitutional limits What direct action did people take from 1800? The fight for female suffrage Why and how women get the vote in 1918? 	<p>Teacher in class assessment.</p> <p>Levelled piece on who was the Blame for the Civil War. Pupils will either self/peer assess.</p> <p>Pupil progress tracker.</p> <p>1 hour assessment at the end of the enquiry question.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Pupil exercise books.</p> <p>BBC bitesize.</p>

Music	<p><u>Jazz and Improvisation</u></p> <p>Students will learn a brief history of jazz music and place in context. Students will learn the knowledge of the 12 bar blues and blues scale. Student will understand how to improvise and compose using the blues scale and 12 bar blues.</p> <p>Listening to a variety of pieces, composing and performing to the class.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment will be via an improvised performance on a chosen instrument.</p>	<p>Notes in student music booklets.</p> <p>Year 7 Music Exam.</p> <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p>
PE	<p>Athletics: Students will take part in a range of events including sprints, middle distance, field events including javelin, shot and discus and jumps including long jump and high jump. This will build on skills learnt during Sports Hall Athletics.</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&A: Knowledge; rules, techniques, officiating & basic anatomy and physiology in sport Skills; technique, outwitting opponents & performing at maximum Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Full PE kit.</p> <p>Athletics club at lunchtime and after school for Sports Day practice!</p> <p>Trials to represent the school in the borough athletics competition.</p> <p>Athletics club will run from April – June.</p>
PSHCE	<p>Theme: Relationships & Identity</p> <p>Lesson 1: How can we keep safe and positive relationships?</p> <p>Lesson 2: Changing Friendships - how to manage changing friendships, including the benefits and challenges of making new friends</p> <p>Lesson 3: Bullying, why does it happen and how can we prevent it?</p> <p>Lesson 4: Mental Health Awareness Week 13th-19th May</p> <p>Friendships & online relationships</p> <p>Lesson 5: Respectful & disrespectful behaviours</p> <p>Lesson 6: Friendships & online relationships</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>

RE	<p><u>Judaism</u></p> <p>Students will develop their knowledge and understanding of the Jewish religion, including:</p> <ul style="list-style-type: none"> • The Passover festival • Bar and Bat Mitzvahs • Jewish persecution and the Holocaust • The life of Anne Frank • Did God break the covenant with the Jewish people? 	<p>Ongoing in-class assessment.</p> <p>30 minute end-of-topic written assessment on Judaism 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>https://www.bbc.co.uk/bitesize/subjecs/zh3rkqt</p>
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