



# Swakeleys School for Girls

Year 7 Curriculum Guide by half term:  
Summer 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: Summer 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>Collecting and representing data (collect and record data in a frequency table, draw bar charts, pictograms and pie charts)</li> <li>3D shapes (use mathematical language to describe 3D shapes, draw and identify nets, calculate volume and surface area of cuboids)</li> <li>Problem solving focus</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>Shakespeare – 'The Tempest'</b> – study of a graphic novel and extracts from the play to understand the themes, characters, plot and context of the play.</p> <p>Analysis of language, form and structure techniques from an extract.</p> <p>This links to Literature Paper 1 Section A of the GCSE exam.</p>	One question asking students to analyse how language, form and structure are used to present a character or idea in the play. 2-3 paragraphs. 50mins.	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>Graphic novel.</p> <p>Extracts.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zbs496f">https://www.bbc.co.uk/bitesize/topics/zbs496f</a></p>

<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Reproduction (adolescence, reproductive systems, fertilisation and implantation, development of a foetus, the menstrual cycle, flowers and pollination, fertilisation and germination, and seed dispersal)</li> <li>• Space (the night sky, the solar system, the earth and the moon)</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.</p> <p><a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWiXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz_/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWiXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz_/pubhtml</a></p> <p>Seneca Learning.</p> <p>Activate 1 workbook.</p> <p>Science club.</p>
<p><b>Art</b></p>	<p><b>Portraiture</b></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><b>Knowledge</b> – 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><b>Skills</b> – 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><b>Understanding</b> – 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>

<b>Computer Studies</b>	<u><b>Festival UK - Project</b></u> <ul style="list-style-type: none"> <li>• Create 3 logos</li> <li>• Create powerpoint presentation to advertise the festival</li> <li>• Create business card</li> <li>• Write a formal letter to invite the performers and create a poster</li> </ul>	<p>Knowledge: Ability to do in-depth research</p> <p>Skills: Use all ICT skills and apply to this project.</p> <p>Understanding: The format of letters and how to present it.</p>	<p>Powerpoint Presentation</p> <p>Microsoft Publisher</p> <p>Logomaker.</p>
<b>Dance</b>	<u><b>Stomp:</b></u> Students will learn how to use props in performance. Students will evaluate the effectiveness and impact of props in choreography and the importance of timing content. Key skills such as hand-eye coordination.	<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>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Summer Festival rehearsal and show.</p>
<b>Design Technology</b>	<u><b>Food &amp; nutrition</b></u> Food commodities- soya, tofu, beans, nuts, seeds, and meat alternatives. Practical outcome: baked falafels Food science: aeration & shortening. Fats investigation. Practical outcome: oat fruit cookies. Planning a practical assessment, outcome: free choice using the knowledge and skills learnt throughout the course.	<u><b>Formative:</b></u> Response to questions during knowledge section. Observation during making activities. Plenary quizzes.  <u><b>Summative:</b></u> end of unit assessment of completed product.	<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.</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>	<u><b>Own the Stage</b></u> To understand and develop knowledge about the way that a performance space is arranged. To apply all previous topics and skills that have been learnt and be able to apply it to a variety of stage spaces and to their own character. Improving performance skills as there will be more sides to the audience!	<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>ECAs perform in Summer Festival.</p>

<p><b>French</b></p>	<p><b><u>Module 5 : En ville (in town)</u></b></p> <p>Point de départ: (To talk about places in town, understanding prices in French)  Unit1: Où vas-tu le weekend? (Saying where you go at the weekend)  Unit 2: Tu veux aller au café? (Inviting someone out , using the verb 'to want')  Unit 3: Vous désirez (ordering drinks and snacks in a café)  Unit 4: Qu'est ce que tu vas faire? (Saying what you are going to do)  Unit 5: je vais visiter Paris? (Talking about plans for a special weekend)</p>	<p>Regular vocabulary test on key words taught in the module.</p> <p><b>Mid-Module 5:</b> Translation</p> <p><b>End of Module 5:</b>  Listening, reading, speaking.</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 <a href="#">Languagenut</a> website is also an excellent resource.</p>
<p><b>Geography</b></p>	<p><b>Weather and Climate.</b></p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> <li>• What is weather and climate?</li> <li>• Difference types of climate</li> <li>• Weather elements and their measurement</li> <li>• What is a microclimate</li> <li>• A study of the microclimates of Swakeleys</li> </ul>	<p>An individual write up based on fieldwork about Swakeleys microclimates.</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><b>German</b></p>	<p><b><u>Kapitel 5: Gute Reise!</u></b>  (Module 5: Good trip!) <i>across 2 half-terms as a longer module</i></p> <ul style="list-style-type: none"> <li>• Unit 1: In der Stadt (Places in town, including negative structures and 'there is/there are')</li> <li>• Unit 2: Wir gehen einkaufen! (Souvenirs, including the verb 'to like to')</li> <li>• Unit 3: Mmm, lecker! (Food and drink vocabulary, including the verb 'to buy' and German currency)</li> <li>• Unit 4: In den Sommerferien (Holiday plans)</li> <li>• Unit 5: Auf geht's! (Listening skills)</li> <li>• Unit 6: Willkommen! (Writing skills)</li> </ul>	<p>Regular vocabulary test on key words taught in the module.</p> <p><b>Mid module 5:</b> translation test.</p> <p><b>End of Module 5:</b>  Listening, reading, speaking.</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 <a href="#">Languagenut</a> website is also an excellent resource.</p>

<p><b>History</b></p>	<p><b>How similar were the experiences of South Asian migrants to Britain - 1947?</b></p> <ul style="list-style-type: none"> <li>• South Asian Presence in the UK pre-1947</li> <li>• Why did people come to the UK?</li> <li>• Arriving in the UK</li> <li>• Reactions to migration and positive contributions to society</li> </ul>	<p>Teacher in class assessment.</p> <p>Peer assessment of an example answer.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>BBC bitesize.</p> <p>Pupil exercise books.</p>
<p><b>Music</b></p>	<p>Students will place music in context of Africa and understand the key features of African drumming. Student will understand to compose using the key features of African Drumming. Ability to work as a team and compose 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 of African drumming composition.</p>	<p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>ECAS perform in Summer Festival.</p>
<p><b>PE</b></p>	<p><b>Rounders/Cricket:</b> Pupils will learn the key skills and techniques used for throwing (underarm, overarm) catching, fielding and batting skills. They will also play full matches and learn some basic rules.</p> <p><b>Outdoor Adventurous Activities (OAA):</b> Students will learn how to use a variety of communication, problem solving &amp; map reading skills through orienteering and team building activities.</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment. Assessment is focused on three key areas via practical assessment and verbal Q&amp;A:</p> <p><b>Knowledge;</b> rules, techniques, map reading, control points</p> <p><b>Skills;</b> technique, outwitting opponents, teamwork, co-ordination &amp; problem solving</p> <p><b>Understanding;</b> tactics, decision making, analysis of performance &amp; application of knowledge on performance levels.</p>	<p>Full PE kit.</p> <p>Rounders and cricket clubs at lunchtime from April – July.</p>
<p><b>PSHCE</b></p>	<p><b>Theme: Living in the Wider World</b></p> <p>Lesson 1: How can we be aspirational students and reach our full potential?</p> <p>Lesson 2: What does it mean to be a British Citizen? Researching and presenting our multiple personal identities.</p> <p>Lesson 3: British Values – what does it mean to be British?</p> <p>Lesson 4: Celebrating Pride month</p> <p>Lesson 5: What is tax and how does the money go towards things we all need &amp; use?</p> <p>Lesson 6: Celebrating South Asian heritage month</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. 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. Swakeleys school learning resource centre (LRC).</p>

<p><b>RE</b></p>	<p><u>Ethnicity, Religion and Culture</u></p> <ul style="list-style-type: none"> <li>• Understanding of ethnicity, religion and culture and their importance in people's lives</li> <li>• Issues of racism and anti-racism campaign</li> <li>• Language and Culture</li> <li>• Cultural dress</li> </ul> <p><u>Spirituality</u></p> <ul style="list-style-type: none"> <li>• What is spirituality?</li> <li>• Spiritual values</li> <li>• Spiritual space</li> <li>• Spiritual practices/spirituality and religion</li> </ul>	<p>Ongoing in-class assessment.</p> <p>Opportunities for student presentations.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Year 7 Philosophy, extra-curricular lunchtime club.</p>
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