

# Swakeleys School for Girls

## Year 7 Curriculum Guide by subject



## SWAKELEYS SCHOOL FOR GIRLS

Year 7 students study 16 subjects, all of which they continue until the end of year 8. The following provides families and pupils with guidance on what the full academic year of learning looks like for each subject. It outlines what Year 7 students will be taught, the type of assessment that students will experience and any resources that they will need. If you prefer, you can view this information by half term in our Curriculum Guide documents for each half term. 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!

You will also see many subjects mention baseline testing/assessments. These are absolutely nothing to worry about. They are to allow us to find out about you all to ensure we plan our lessons to meet the needs of everyone.

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).

### Contents:

- Maths
- English
- Science
- Art
- Computer Studies
- Dance
- Design Technology (including Food)
- Drama
- French
- Geography
- German
- History
- Music
- PE
- PSHCE
- RE

# MATHS

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><b>Lighting fires – welcome to maths with us!</b> We will make maths fun and accessible for you with teaching by team of passionate maths teachers! Your first few lessons will be fun with numbers!</p> <p>You will then have some baseline testing which is nothing to worry about and just ensures we pitch our teaching at the right level for each one of you – no revision required!</p> <p><u>Things you will cover:</u></p> <ul style="list-style-type: none"> <li>• Number calculations &amp; order of operations (calculate using BIDMAS)</li> <li>• Negative numbers (4 operations and problems in context)</li> <li>• Basic number properties including factors &amp; multiples</li> <li>• Basic algebra (simplify, expand, substitute)</li> </ul>	<p>Baseline test is a one hour non-calculator written paper. No revision/preparation for this is required.</p> <p>Ongoing in class assessment, including regular skills checks.</p> <p>Formal assessment on this content will take place at the end of the autumn term.</p>	<p>Use the Independent Learning tab on <a href="#">Sparx Maths</a> to work on specific topics.</p>
Autumn 2 (Oct-Dec)	<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>
Spring 1 (Jan-Feb)	<ul style="list-style-type: none"> <li>• 2D Shapes (Convert units, perimeter, area of rectangle, triangle and parallelogram, compound shapes)</li> <li>• Angles (draw and measure, apply simple angle rules such as angles around a point, on a line and angle sum in a triangle)</li> <li>• Averages (mean, median and mode form a list, some from frequency tables)</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 spring term.</p>	<p>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.</p>

<b>Spring 2</b> (Feb – March)	<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>Summer 1</b> (April-May)	<ul style="list-style-type: none"> <li>Co-ordinates (plot points in the 1<sup>st</sup> quadrant and all 4, draw axes, plot and interpret linear graphs)</li> <li>Sequences (generate and describe sequences, find the term to term rule. Ext to find the nth term)</li> <li>Transformations (recognise reflectional and rotational symmetry, know the meaning of and be able to do simple reflections, rotations, enlargements and translations.)</li> </ul>	<b><u>Year 7 Internal Exams:</u></b> 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.
<b>Summer 2</b> (June –July)	<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.

## ENGLISH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	<p><b>Your English journey starts here!</b></p> <p>An amazing English team with passion and a love of English!</p> <p>You will be inspired by your first 5 lessons of ‘<b>Lighting Fires</b>’ on reading, including a collage competition, poetry, performance poetry and imaginative writing through murder mystery crime writing!</p> <p>You will then have 2 lessons of <b>baseline reading and writing</b> assessment preparation. Our baseline testing is nothing to worry about and just ensures we pitch our teaching at the right level for each one of you!</p>	<p><b>Baseline reading:</b> Comprehension of a fiction and non-fiction extract, plus one analysis and one evaluation question. 1 hour.</p> <p><b>Baseline writing:</b> Narrative writing based on a prompt. 1 hour.</p> <p>These are done to determine target grade.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</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/topics/zi42m39">https://www.bbc.co.uk/bitesize/topics/zi42m39</a></p>
<b>Autumn 2</b> (Oct-Dec)	<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>
<b>Spring 1</b> (Jan-Feb)	<p><b>Class reader</b> – study of a whole novel based on teacher choice in order to understand its themes, plot, characters.</p> <p>This links to Literature Paper 2 Section A – 19<sup>th</sup> Century Novel part b of the GCSE exam.</p>	<p>One question on how a theme or character is presented in the whole novel (based on what has been read in class). 3 paragraphs. 50mins.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>The class reader text.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z7kx6g8">https://www.bbc.co.uk/bitesize/topics/z7kx6g8</a></p>

<b>Spring 2</b> (Feb – March)	<p><b>Non-fiction</b> – study of a range of non-fiction extracts in order to understand them.</p> <p>Comparison of two texts based on the themes, ideas covered, perspectives, and language and structure.</p> <p>This links to Language Paper 2 Section A of the GCSE exam.</p>	<p>One question asking students to compare ideas, themes, perspectives, and language and structure in two texts.</p> <p>1-2 comparative points.</p> <p>50mins.</p>	<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>Summer 1</b> (April-May)	<p><b>Refugee Boy: The Play</b> – study of extracts from the play and exploration of imaginative writing skills.</p> <p>This links to Language Paper 1 Section B of the GCSE exam.</p>	<p>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.</p> <p>50mins.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>Booklet of extracts.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zj42m39">https://www.bbc.co.uk/bitesize/topics/zj42m39</a></p>
<b>Summer 2</b> (June –July)	<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>	<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>	<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>

*NB: The timing of the above may change according to staffing.*

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	<p><b>Welcome to science</b> and to our amazing team and facilities! We have <b>11</b> science labs all with top facilities to do practical work from using bunsen burners, testing pH, making circuits and much more!</p> <p><u>What you will learn:</u></p> <ul style="list-style-type: none"> <li>• Lighting fires based on key practical skills to get you ready for your practical work in science</li> <li>• Independent, dependent and control variables</li> <li>• Scientific equipment and using them</li> <li>• Bunsen Burners</li> <li>• Observation skills</li> <li>• Separating mixtures</li> <li>• Drawing graphs</li> </ul>	<p>Our baseline test is a one hour written paper. Revision of key practical skills such as; observations, drawing results tables and graphs is required.</p> <p>Ongoing in class assessment, including regular skills checks.</p>	<p>Seneca Learning.</p> <p>Science club.</p>
<b>Autumn 2</b> (Oct-Dec)	<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_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</a></p> <p>Seneca Learning. Activate 1 workbook. Science club.</p>
<b>Spring 1</b> (Jan-Feb)	<ul style="list-style-type: none"> <li>• Forces (introduction to forces, squashing and stretching, drag forces and friction, forces at a distance and balanced/unbalanced forces)</li> <li>• Sound (waves, sound and energy transfer, loudness and pitch, detecting sound, echoes and ultrasound)</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_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</a></p> <p>Seneca Learning. Activate 1 workbook. Science club.</p>

<b>Spring 2</b> (Feb – March)	<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_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</a></p> <p>Seneca Learning.</p> <p>Activate 1 workbook.</p> <p>Science club.</p>
<b>Summer 1</b> (April-May)	<ul style="list-style-type: none"> <li>Light (reflections, refraction, the eye and the camera and colour)</li> <li>Acids and alkalis (indicators and pH, neutralisation and making salts)</li> </ul>	<p><b><u>Year 7 Internal exams</u></b></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.  <a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</a></p> <p>Seneca Learning.</p> <p>Activate 1 workbook.</p> <p>Science club.</p>
<b>Summer 2</b> (June –July)	<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.  <a href="https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml">https://docs.google.com/spreadsheets/d/e/2PACX-1vSAj7ifY5bqOWjXYOtcqng4Skg_Irnu3P144eMq4ABjHj7ITH2TsBcl1zt2qMOXwbUVhUQZA4OCFSz/pubhtml</a></p> <p>Seneca Learning.</p> <p>Activate 1 workbook.</p> <p>Science club.</p>

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<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. A baseline drawing assessment at the start to help us understand your ability.</p> <p><b>Elements of Art</b> The aim of this project is to introduce year 7 to the <b>basic elements of art</b>, students should 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.</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>Key stage 3 art club will be available for pupils during a range of lunchtimes. Check out the clubs poster for more information. Resources shared on google classroom.</p> <p>Art competitions.</p>
Autumn 2 (Oct-Dec)	<p>They will also gain knowledge on how elements are used in a range of artwork and by various artists around the world. The focus on artist, craftspeople 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><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>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>
Spring 1 (Jan-Feb)	<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>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>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>

<b>Spring 2</b> (Feb – March)	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.	<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.	Cross curricular opportunities, i.e. prop making for the school production, maths and science cross curricular work.  Work displayed around the school.
<b>Summer 1</b> (April-May)	<b>Portraiture</b> 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.	On-going self/peer assessment in class. <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).  <b>Skills</b> – to creatively explore ideas and record experiences. Explore proportional drawings of the face, use of oil pastels when blending colours and creating tonal effects.	Key stage 3 art club will be available for pupils at certain lunch times.  Resources shared on google classroom.  Art competitions.  Cross curricular opportunities, i.e. prop making for the school production, maths and science cross curricular work.
<b>Summer 2</b> (June –July)	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 Kahlo showing her Mexican heritage. Students will take their ideas/influences and create their own meaningful response to the topic of identity.	<b>Understanding</b> – to understand the work various artists which represent identity in an interesting way.	Work displayed around the school.  KS3 end of year art exhibition.

## Computer Studies

Computer Studies Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	CAT and Art testing <ul style="list-style-type: none"> <li>• How to log into the school system</li> <li>• How to log into Epraise</li> <li>• How to log into to Google Classroom</li> <li>• Start project on “All about me.”</li> </ul>	Online testing – no revision or preparation required for these baseline tests.	
<b>Autumn 2</b> (Oct-Dec)	<u><b>All About me presentation</b></u> <ul style="list-style-type: none"> <li>• Create folders.</li> <li>• Familiarise with Google classroom, google drives.</li> <li>• Name the major Acts concerning computer use</li> <li>• Describe briefly some of the dangers of putting personal data on social networking sites</li> <li>• Describe briefly ways of protecting online identity</li> <li>• Identify some of the signs of fraudulent emails and respond appropriately</li> <li>• Adhere to Copyright Law when using written text, downloading music etc.</li> <li>• List some of the Health and Safety hazards associated with computer use</li> <li>• Describe how to safely dispose of an old computer</li> </ul>	<p>Students presents their work to the class. This is an informal assessment where students build their confident and engage their peers.</p> <p>Regular key words taught in the module</p> <p>End of Module: This is to test knowledge and understanding of how to be safe online.</p>	<p>Google drives Google slides Google classroom</p> <p>Powerpoint presentation</p> <p>Google drives, Google slides, Google classroom, powerpoint presentation</p> <p><a href="https://www.bbc.co.uk/news/uk-39268542">https://www.bbc.co.uk/news/uk-39268542</a></p> <p><a href="https://www.plagiarismtoday.com/2013/10/07/difference-copyright-infringement-plagiarism/">https://www.plagiarismtoday.com/2013/10/07/difference-copyright-infringement-plagiarism/</a></p> <p><a href="https://davidsortino.blogspot.com/2013/10/10341/electronic-screen-syndrome-putting-the-genie-back-in-the-bottle/">https://davidsortino.blogspot.com/10341/electronic-screen-syndrome-putting-the-genie-back-in-the-bottle/</a></p> <p><a href="https://howsecureismypassword.net/">https://howsecureismypassword.net/</a></p>

<b>Spring 1</b> (Jan-Feb)	<ul style="list-style-type: none"> <li>How to log into Unifrog and search for career.</li> </ul> <b>Artificial Intelligence and Machine Learning</b> <ul style="list-style-type: none"> <li>Understand the origin and uses of AI and the rules that are used in AI decision making.</li> <li>Understand the difference between facts and rules and the uses of machine learning.</li> </ul>	Open and Close questions Mini whiteboard Worksheet	<a href="https://www.youtube.com/watch?v=laolqVMd6tc">https://www.youtube.com/watch?v=laolqVMd6tc</a>  <a href="https://www.winsightgrocerybusiness.com/technology/how-grocers-are-reimagining-future-ai">https://www.winsightgrocerybusiness.com/technology/how-grocers-are-reimagining-future-ai</a> .  Powerpoint
<b>Spring 2</b> (Feb – March)	<b><u>Sequencing instructions:</u></b> <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>	Regular key words taught in the module  Use maths knowledge to calculate external angles for polygons  Develop skills on programming a turtle by giving instruction and command to draw shapes.	Google drives Google slides Google classroom Powerpoint presentation  MS logo software
<b>Summer 1</b> (April-May)	<b><u>Graphics</u></b> <ul style="list-style-type: none"> <li>The characteristics of vector graphics and how it is stored.</li> <li>Text characters are vector based.</li> <li>Look at different company's logo and their meaning.</li> <li>Understand how a bitmap graphics is made up of individual pixels</li> <li>Manipulate vector and bitmap images.</li> <li>The importance of resolution when selecting and printing an image.</li> <li>Create and save a graphics in a format that preserves the layers.</li> </ul>	Regular key words taught in the module Skills – Understand the colour wheel chart and how to apply it.  Knowledge – able to identify types of logo and their file types.  Understanding –the memory size required to save images.  One hour written assessments covering the content of the year so far	<b>kuler.adobe.com</b>  Google drives Google slides Google classroom Powerpoint presentation  Logo design Worksheet  <a href="https://logomakr.com/">https://logomakr.com/</a> <a href="https://make8bitart.com/">https://make8bitart.com/</a>
<b>Summer 2</b> (June –July)	<b><u>Festival UK - Project</u></b> Create 3 logos Create powerpoint presentation to advertise the festival. Create business card Write a formal letter to invite the performers and create a poster.	Skills: Use all ICT skills and apply to this project.  Knowledge: Ability to do in-depth research  Understanding: The format of letters and how to present it.	Powerpoint Presentation Microsoft Publisher Logomaker

## DANCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><b>A dedicated dance studio with a semi-sprung floor and a mirrored wall with bars will be your home for dance with us!</b></p> <p><u>Introductory Scheme: Dance Toolbox</u></p> <p>Developing skills such as footwork, gestures, action content, timing content, and performance skills including; Expression, projection, extension and coordination.</p> <p>Students should develop how to be a good audience member. Key skills learnt in this unit are discipline, teamwork, respect, resilience and critical appreciation.</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> <p>Auditions for the School Production.</p>
Autumn 2 (Oct-Dec)	<p><b><u>Rock n' Roll:</u></b></p> <p>Developing and performing basic skills such as flick kicks, hand jive, partner work, mirroring and canon.</p> <p>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.</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> <p>Rehearsals for the School Production after school.</p>
Spring 1 (Jan-Feb)	<p><b><u>Bollywood &amp; Bharata Natyam:</u></b></p> <p>Focus on learning key Bollywood moves such as the lotus flower, twisting lightbulbs, 'twist and pat dog', 'Window washer', and 'Slide... shoulder, shoulder'.</p> <p>Understand and explore hand gestures and leg gestures from Bharata Natyam and understand the origins and influences on Bollywood Dance.</p> <p>Understand, identify and implement choreographic devices in larger groups for effect such as canon, accumulation and formations. They will be able to link these into a sequence, perform and evaluate each other.</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> <p>After school rehearsals and Saturday rehearsal before the show.</p> <p>School Production last week of ½ term – take part or see the show!</p>

<b>Spring 2</b> (Feb – March)	<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>Summer 1</b> (April-May)	<p><b><u>Musical:</u></b> 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&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>Choreographic competition &amp; Preparation for Sports Dance opening dance at lunchtimes.</p>
<b>Summer 2</b> (June –July)	<p><b><u>Stomp:</u></b> 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>	<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>

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><b>Creativity is accepting mistakes, design is knowing which ones to keep!</b></p> <p>We have two food rooms, a DT room and a textiles room all of which are fully resourced for you to experience all aspects of DT, including some cooking to take home!</p> <p><b><u>Introduction to materials: paper &amp; board.</u></b> Students will start by making pop-up cards in a variety of designs using different types of mechanism. They will then look at the work of other designers, carry out product analysis on a variety of pop up books.</p> <p>Working in small teams, they will design a pop- up book, based on a provided brief. Alongside these activities, students will learn about the processes used to make paper and board into products.</p>	<p><b>Formative:</b> Response to questions during knowledge section. Observation during making activities.</p> <p><b>Summative:</b> completed product analysis. Plenary quizzes.</p> <p><b>Formative 2:</b> End of unit assessment of completed product (making assessment).</p>	<p><a href="https://www.hawcockbooks.co.uk/">https://www.hawcockbooks.co.uk/</a></p> <p><a href="https://www.robertsabuda.com/pop-ups.html">https://www.robertsabuda.com/pop-ups.html</a></p>
Autumn 2 (Oct-Dec)	<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.</p> <p>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>Spring 1</b> (Jan-Feb)	<b><u>Introduction to materials: polymers.</u></b> Students will design and make a mobile phone holder from sheets of polymer. They will start by generating design ideas through physical modelling using an iterative design approach, then use CAD to create a 2D layout of their design. This will be manufactured by CAM using a laser cutter. Students will then use a strip heater to form the shapes of their phone holders. During this project, students will learn about how polymers are made, the different types of polymer and their applications, new and smart materials and the processes used to make products.	<b>Formative:</b> response to questions during knowledge section. Observation during making activities. Review of finished models Plenary quizzes. Review of initial CAD drawings. Review of final CAD drawings.  <b>Summative:</b> end of unit assessment of completed product.	
<b>Spring 2</b> (Feb – March)	<b><u>Introduction to food preparation &amp; nutrition.</u></b> 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. 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.	<b>Formative:</b> Response to questions during knowledge section. Observation during making activities. Plenary quizzes.  <b>Summative:</b> end of unit assessment of completed product.	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.
<b>Summer 1</b> (April-May)	<b><u>Food &amp; nutrition.</u></b> 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.	<b>Formative:</b> Response to questions during knowledge section. Observation during making activities. Plenary quizzes. <b>Summative:</b> end of unit assessment of completed product.	Free school meals (FSM) students will have ingredients provided.  Easy ways to eat well and move more: <a href="https://www.nhs.uk/healthier-families/">https://www.nhs.uk/healthier-families/</a>
<b>Summer 2</b> (June –July)	<b><u>Food &amp; nutrition</u></b> Food commodities- soya, tofu, beans, nuts, seeds, and meat alternatives. Practical outcome: baked falafels Food science: aeration & shortening. Fats investigation. Practical outcome: oatly fruit cookies. Planning a practical assessment, outcome: free choice using the knowledge and skills learnt throughout the course.	<b>Formative:</b> Response to questions during knowledge section. Observation during making activities. Plenary quizzes.  <b>Summative:</b> end of unit assessment of completed product.	

*Please note: Due to staffing considerations and the nature of the curriculum, topics may not always be taught in this order but, over the course of the year, this content will be covered by all classes.*

## DRAMA

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	<p><b>Creating, performing and responding!</b> Welcome to Drama! We have a Drama Studio with full lighting and a recital room, along with the Hall for our amazing School Production – you will be spoilt for choice with clubs too!</p> <p><b>Introductory Scheme</b> Basic performance techniques and understanding what makes a “good” performance. Understanding how to act as an audience member and how to give constructive feedback.</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>Auditions for the School Production.</p>
<b>Autumn 2</b> (Oct-Dec)	<p><b>Physical Theatre</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.</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 Winter Showcase.</p>
<b>Spring 1</b> (Jan-Feb)	<p><b>Bullying/Peer Pressure</b> Using drama techniques students will explore both the bully and the victim’s feelings. A focus on using GCSE explorative strategies to gain a deeper understanding of the impact.</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>School Production performance.</p>
<b>Spring 2</b> (Feb – March)	<p><b>Script Writing</b> 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>Summer 1</b> (April-May)	<p><b>The Taming of the Shrew</b> 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>
<b>Summer 2</b> (June –July)	<p><b>Own the Stage</b> 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>	<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>

## FRENCH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	<p><b>Bonjour! ‘Parlez-vous Français?’</b> Whether you do or not, we are here to help! Learning a language is so exciting and we are all experts to help you learn! We cover reading, writing, speaking and listening with fun and engaging lessons!</p> <p><b><u>Point de départ: (Introduction to the start of term)</u></b></p> <p>Unit 1: As-tu des frères et soeurs? (To talk about siblings using verb ‘to have’) Unit 2: Voici ma salle de classe! (Describing a classroom using articles) Unit 3: Tu aimes ça? (Talking about likes and dislikes, using the verb ‘to like’ and articles) Unit 4: Tu es comment? (Describing yourself and others using agreement of adjectives) Unit 5: Qu’est ce que tu fais? (Saying what you do using infinitives and regular ‘-er verbs’) Unit 6: On parle (Speaking about yourself)</p>	<p>Regular vocabulary test on key words taught in the module</p> <p><b>Mid-Module 1:</b> A translation exercise.</p> <p><b>End of Module 1:</b> This is to test knowledge, understanding and skills of Module 1: La rentrée ( school – start of term).</p> <p>It will be done via listening, reading, and translation into English and French. 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 <a href="#">Languagenut</a> website is also an excellent resource.</p>
<b>Autumn 2</b> (Oct-Dec)	<p><b><u>Module 2 : En classe (In class)</u></b></p> <p>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</p> <p><b>Mid-Module 2:</b> Speaking</p> <p>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>Spring 1</b> (Jan-Feb)	<p><b><u>Module 2 : En classe (In class)</u></b></p> <p>Unit 3: Ta journée scolaire (school day and new-er verbs) Unit 4: C’est comment, un collège français (French school) Unit 5: une collègue super cool (a great school, using there is and there isn’t)</p>	<p>Regular vocabulary test on key words taught in the module</p> <p><b>End of Module 2:</b> Listening, Reading, Translation, Writing 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). The <a href="#">Languagenut</a> website is also an excellent resource.</p>

<b>Spring 2</b> (Feb – March)	<u><b>Module 3: Mon temps libre (Free time)</b></u>  Point de départ: (introducing weather and seasons and more French sounds) Unit 1: Tu es sportif/sportive? (to talk about sports you like and using the verb 'to play') Unit 2: Qu'est-ce que tu fais? (to talk about activities and using the verb 'to do') Unit 3: Le sport dans les pays francophones (to talk about sports in French speaking countries) Unit 4: Tu aimes faire ça? (to talk about what you like doing using infinitive verbs) Unit 5: Questions (forming and answering questions)	Regular vocabulary test on key words taught in the module.  <b>Mid-Module 3:</b> Translation  <b>End of Module 3:</b> Listening, Reading, Translation, Writing Revision work: Teacher led in class.	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.
<b>Summer 1</b> (April-May)	<u><b>Module 4 : Ma vie de famille (family life)</b></u>  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)	Regular vocabulary test on key words taught in the module. <u><b>YEAR 7 INTERNAL EXAMS based on all topics covered up to the spring term</b></u> <b>SPEAKING</b> Conversation (Qs prepared in advance). <b>WRITING</b> 4 sentences about a photo. Translation English to French. Grammar task. Writing 90 words. <b>READING</b> Comprehension questions. Translation French to English. <b>LISTENING</b> Listening to the audio recording in French and then questions and answers written in English. Revision work: Teacher led in class.	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.  Speaking practice available during lunchtime with the Language Assistant.
<b>Summer 2</b> (June –July)	<u><b>Module 5 : En ville (in town)</b></u>  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)	Regular vocabulary test on key words taught in the module.  <b>Mid-Module 5:</b> Translation  <b>End of Module 5:</b> Listening, reading, speaking.	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.

## GEOGRAPHY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	<p><b>Get to know our world! Lighting Fires</b> lessons on ‘Geography in the News’ – these are written and updated annually in order to cover the most up-to-date topics from weather and climate to map skills and problem solving – Geography is for everyone!</p> <p><b>Lighting Fires</b> lessons on Geography in the News – these are written and updated annually in order to cover the most up-to-date Geography.</p> <p><b>Geographical Skills</b> Students will cover the following fundamental skills:</p> <ul style="list-style-type: none"> <li>• Continents, countries and oceans</li> <li>• Types of Geography</li> <li>• Grid references (4 and 6)</li> <li>• Distance and scale</li> <li>• Symbols</li> <li>• Direction</li> </ul>	<p>An online baseline assessment to gauge level of knowledge, understanding and skills. This will be in the form of multiple choice questions on a Google Form.</p> <p>Written test paper to include multiple choice and short answer questions.</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>
Autumn 2 (Oct-Dec)	<p><b>Our Urbanising World.</b></p> <p>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.</p> <p>Exercise books.</p> <p>BBC Bitesize.</p> <p>Geography textbooks.</p>
Spring 1 (Jan-Feb)	<p><b>Our Impact on the Planet.</b></p> <p>Students will cover the following:</p> <ul style="list-style-type: none"> <li>• What is a natural resource?</li> <li>• Water/soil/oil as natural resources</li> <li>• The desert as a resource</li> <li>• Renewables and non-renewables</li> <li>• Impact of resource use on animals</li> <li>• Our footprint/sustainable use of resources</li> </ul>	<p>A written presentation in a format of your choice (factsheet/poster/slides/newspaper article) about any natural resource. The presentation must cover a description of the resource, where it is found, the advantages and disadvantages and this resource under threat.</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>Spring 2</b> (Feb – March)	<b>Geographical Challenges: The World of Work and Fast Fashion.</b>  Students will cover the following: <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>	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.	All lessons will be made available on the Google Classroom.  Exercise books.  BBC Bitesize.  Geography textbooks.
<b>Summer 1</b> (April-May)	<b>Global Ecosystems.</b>  Students will cover the following: <ul style="list-style-type: none"> <li>• What is an ecosystem?</li> <li>• Global ecosystems to include location and characteristics of; <ul style="list-style-type: none"> <li>i. The tropical rainforest</li> <li>ii. Polar regions</li> <li>iii. The tundra</li> <li>iv. Hot deserts</li> </ul> </li> <li>• Global ecosystems under threat</li> </ul>	Written test paper to include multiple choice, key definitions, resource response questions and longer written answers.	All lessons will be made available on the Google Classroom.  Exercise books.  BBC Bitesize.  Geography textbooks.
<b>Summer 2</b> (June –July)	<b>Weather and Climate.</b>  Students will cover the following: <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>	An individual write up based on fieldwork about Swakeleys microclimates.	All lessons will be made available on the Google Classroom.  Exercise books.  BBC Bitesize.  Geography textbooks.

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><b>Guten Tag! Welcome to German!</b></p> <p>Learning a language is so exciting and we are all experts to help you learn! We cover reading, writing, speaking and listening with fun and engaging lessons!</p> <p><b><u>Kapitel 1: Meine Welt und ich</u></b> (Module 1: My world and I)</p> <ul style="list-style-type: none"> <li>Unit 1: Hallo ! (Greetings)</li> <li>Unit 2: Eins, zwei, drei... (Counting up to 19, including the verb ‘to be’)</li> <li>Unit 3: Ich wohne in Deutschland (Saying where you live, including the verb ‘to live’ and the German alphabet)</li> <li>Unit 4: Meine Welt ist wunderbar! (Describing your personality, including possessive pronouns)</li> <li>Unit 5: Meine Sachen (Asking and answering questions about your possessions, including use of German grammatical genders of nouns)</li> <li>Unit 6: Ich über mich (Writing skills)</li> </ul>	<p>Regular vocabulary test on key words taught in the module.</p> <p><b>Mid-Module 1:</b> A translation exercise</p> <p><b>End of Module 1:</b> This is to test knowledge, understanding and skills of Module : Meine Welt und ich. It will be done via listening, reading, and translation tests into English and German. 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).</p> <p>The <a href="#">Languagenut</a> website is also an excellent resource.</p>
Autumn 2 (Oct-Dec)	<p><b><u>Kapitel 2: Familie und Tiere</u></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: Speaking test</b></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>

<b>Spring 1</b> (Jan-Feb)	<b><u>Kapitel 3: Freizeit – juhu!</u></b> (Module 3: Free-time) <ul style="list-style-type: none"> <li>Unit 1: Bist du sportlich? (Sports using the verb ‘to play’, including likes and dislikes)</li> <li>Unit 2: Freizeit ist toll! (Leisure activities, including the verb ‘to do’ and correct German word order)</li> <li>Unit 3: In meiner Freizeit (Frequency including correct German word order)</li> <li>Unit 4: Ich bin online (Talking about mobile phones and computers)</li> <li>Unit 5: Wir sind Freunde (Listening practice, including prediction strategies)</li> <li>Unit 6: Brieffreunde (Writing practice, including a variety of vocabulary)</li> </ul>	Regular vocabulary test on key words taught in the module.  <b>Mid-Module 3:</b> Translation test.  <b>End of Module 3 :</b> in spring 2 writing test.	Student notes in exercise book. Resources shared on Google Classroom. Stimmt 1 Textbook (in class). Stimmt 1 workbook (in class).  The <a href="#">Languagenut</a> website is also an excellent resource.
<b>Spring 2</b> (Feb – March)	<b><u>Kapitel 4: Schule ist klasse!</u></b> (Module 4: School is great!) <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>	Regular vocabulary test on key words taught in the module.  <b>End of Module 3 : in spring 2</b> Writing test  <b>Mid-Module 4:</b> Translation test  <b>End of Module 4:</b> in summer 1 Writing	Student notes in exercise book. Resources shared on Google Classroom. Stimmt 1 Textbook (in class). Stimmt 1 workbook (in class).  The <a href="#">Languagenut</a> website is also an excellent resource.
<b>Summer 1</b> (April-May)	<b><u>Kapitel 5: Gute Reise!</u></b> (Module 5: Good trip!) <b><i>across 2 half-terms as a longer module</i></b> <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>	Regular vocabulary test on key words taught in the module. <b><u>YEAR 7 INTERNAL EXAMS based on all topics covered up to the spring term</u></b> 4 skills to be examined: <b>SPEAKING</b> Conversation (Qs prepared in advance) <b>WRITING</b> 4 sentences about a photo Translation English to German, grammar task Writing 90 words <b>READING</b> Comprehension questions Translation German to English <b>LISTENING</b> Listening to the audio recording in German and then questions and answers written in English Revision work: Teacher led in class.	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.  The <a href="#">Languagenut</a> website is also an excellent resource. Speaking practice available during lunchtime with the Language Assistant.

<p><b>Summer 2</b> (June –July)</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).</p> <p>The <a href="#">Languagenut</a> website is also an excellent resource.</p>
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## HISTORY

Half term	Topics covered <i>Some lessons may roll over into the next half term.</i>	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><b>History is happening around us every second! It is not just the past, but the present and the future!!</b> You will find history fun, exciting and may learn a thing or two that surprises you too! ‘Lighting Fires’ lesson on chronology and water and sanitation through time, followed by a baseline assessment</p> <p>Students then begin the topic <b>Who were the Ancient Britain’s and how diverse were they?</b> They will cover:</p> <ul style="list-style-type: none"> <li>• Who lived in Roman Britain?</li> <li>• What was it like to live under Roman rule?</li> <li>• Women in Roman Britain</li> <li>• Hadrian’s Wall and what it shows about diversity</li> <li>• Boudicca’s revolt and dark ages</li> <li>• Who were the Ancient British</li> </ul>	<p>Baseline test for one lesson to assess key history skills.</p> <p>Ongoing in class assessment and a self-assessed levelled essay at the end of the unit.</p> <p>Each unit of study has a progress tracker where pupils can monitor what they have learnt in each unit of study. These are completed at the start and end of each enquiry unit.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Pupil exercise books.</p> <p><a href="#">What was life like in Roman Britain? - BBC Bitesize</a></p>
Autumn 2 (Oct-Dec)	<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>

<b>Spring 1</b> (Jan-Feb)	<b>What was Medieval life in Britain like compared to life in Mali under Mansa Musa?</b> <ul style="list-style-type: none"> <li>• Medieval towns, villages, jobs, crime and punishment, migration, medicine</li> <li>• Black Death and its consequences</li> <li>• How did Mali create an empire and make its wealth?</li> <li>• How did Mansa Musa's Hajj help make Timbuktu a jewel?</li> <li>• What was it like to live in Mali at the time and compare to Britain?</li> </ul>	Teacher in class assessment  A levelled piece on the consequences of the Black Death that will be self-assessed.  Mini-essay comparing to two countries.	Lesson resources will be available on Google Classroom for consolidation and revision.  Pupil exercise books. <a href="#">Mali and Mansa Musa - Precolonial Africa - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</a>
<b>Spring 2</b> (Feb – March)	<b>How similar was life in Early Modern Britain to Mughal India, 1485-1660?</b> <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>	Teacher in class assessment.  1 hour assessment at the end of the enquiry question.  Pupil progress tracker.	Lesson resources will be available on Google Classroom for consolidation and revision.  Pupil exercise books.  <a href="#">BBC - Search results for mughal india</a>
<b>Summer 1</b> (April-May)	<b>How did people take action to get more power and rights from 1215 to 1918?</b> <ul style="list-style-type: none"> <li>• King John &amp; Magna Carta</li> <li>• Peasants revolt</li> <li>• Why the king fell out with parliament?</li> <li>• Causes of the English Civil War</li> <li>• Who was to blame?</li> <li>• Why did the people kill the king?</li> <li>• Restoration of the monarchy and constitutional limits</li> <li>• What direct action did people take from 1800?</li> <li>• The fight for female suffrage</li> <li>• Why and how women get the vote in 1918?</li> </ul>	Teacher in class assessment.  Levelled piece on who was the Blame for the Civil War. Pupils will either self/peer assess.  Pupil progress tracker.  1 hour assessment at the end of the enquiry question.	Lesson resources will be available on Google Classroom for consolidation and revision.  Pupil exercise books.  BBC bitesize.
<b>Summer 2</b> (June –July)	<b>How similar were the experiences of South Asian migrants to Britain - 1947?</b> <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>	Teacher in class assessment.  Peer assessment of an example answer.	Lesson resources will be available on Google Classroom for consolidation and revision. BBC bitesize. Pupil exercise books.

## MUSIC

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	<p><b>Join the Chorus! From Beethoven to Jazz beats, from Chinese music to African rhythms – we cover it all!</b> We have a full range of musical instruments, a dedicated music room with keyboards for all pupils, 6 practice rooms and a recital room! Bring it on!</p> <p><b><u>Rhythm and Metre</u></b> Understanding of the term rhythm and rhythmic values. Learning how to perform rhythms in time. Learning how to compose a piece with a set structure.</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 a group composition based on rhythms.</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>Auditions for the School Production.</p> <p>Sign up for instrumental lessons from the Hillingdon Music Hub - <a href="https://ukhillington.spcedadmin.dk/registration/">https://ukhillington.spcedadmin.dk/registration/</a></p>
<b>Autumn 2</b> (Oct-Dec)	<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>On-going self/peer assessment in class.</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.</p> <p>Ode to Joy sheet music will be posted on google classroom.</p> <p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>ECAS perform in Winter Showcase.</p>
<b>Spring 1</b> (Jan-Feb)	<p><b><u>Chinese Music</u></b> Students will place music in context of China and understand some key features of Chinese music. Students will learn about pentatonic music and how to compose a melody. Students will learn about sharps, flats and accidentals symbols. Compose a successful melody with a set structure.</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 a solo composition, linked to an image, based on pentatonic notes with a clear structure (ABA or ABACA).</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>School Production performance.</p>

<b>Spring 2</b> (Feb – March)	<u><b>Vocal Skills</b></u>  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.  Listening to a variety of pieces, composing and performing to the class.	<b>On-going self/peer assessment in class.</b>  Assessment will be via a vocal performance of a song.	Notes in student music booklets.  Song lyrics and backing track will be on google classroom.  Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!
<b>Summer 1</b> (April-May)	<u><b>Jazz and Improvisation</b></u>  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.  Listening to a variety of pieces, composing and performing to the class.	<b>On-going self/peer assessment in class.</b>  Assessment will be via an improvised performance on a chosen instrument.	Notes in student music booklets.  Year 7 Music Exam.  Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!
<b>Summer 2</b> (June –July)	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.  Listening to a variety of pieces, composing and performing to the class.	<b>On-going self/peer assessment in class.</b>  Assessment of African drumming composition.	Notes in student music booklets.  Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!  ECAS perform in Summer Festival.

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept – Dec)	<p><b>Moving is winning!</b> That is our belief! There is a sport out there for everyone and keeping active is such an important part of mental and physical well-being! We are all passionate and active sports people and will help you develop in a range of sports. We have a sports hall, an activity studio, 4 netball courts and a field meaning we can cover so much (including trampolining!).</p> <p><b>Netball:</b> Students will develop skills such as footwork/pivoting, passing (chest, shoulder, bounce and overhead) and dodging (front, back and side dodges). They will also start to learn positions and move into game play. Positions: Circle attack – GS, GA Centre court – WA, C, WD Circle defence – GD, GK</p> <p><b>Sports Hall Athletics:</b> experience sprint and middle distance SHA events and using a turn board. Experience field events such as indoor shot, standing long jump 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>Knowledge;</b> rules, techniques, officiating &amp; basic anatomy and physiology in sport <b>Skills;</b> technique, outwitting opponents &amp; performing at maximum <b>Understanding;</b> tactics, decision making, analysis of performance &amp; application of knowledge on performance levels.</p>	<p>Full PE kit.</p> <p>Weekly netball club at lunchtime and also after school team practice and matches from Sep – April.</p> <p>Trials to represent the school in the borough Sports Hall Athletics (SHA) competition.</p>
<b>Autumn 2</b> (Oct-Dec)	<p><b>Badminton:</b> 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><b>Health Related Fitness, fitness testing:</b> 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: <b>Knowledge;</b> rules, techniques &amp; basic anatomy and physiology in sport <b>Skills;</b> technique, outwitting opponents &amp; performing at maximum <b>Understanding;</b> 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>

<b>Spring 1</b> (Jan-Feb)	<p><b>Gymnastics/Trampolining:</b> Focus on building core strength and flexibility to improve body tension and extension when performing static and dynamic moves. Students will learn how to perform skills with control and progress to linking skills together. Students will learn how to construct and perform short sequences and routines.</p> <p><b>Health Related Fitness, fitness training:</b> Students will learn how to lead an active lifestyle. They will learn how to increase activity levels to meet the recommended weekly guidelines. Students will experience a range of different training types such as circuit, continuous, interval training 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>Knowledge;</b> safety considerations, techniques, basic anatomy &amp; physiology in sport  <b>Skills;</b> techniques, performing at maximum &amp; routine development  <b>Understanding;</b> routine development, analysis of performance &amp; application of knowledge on performance levels.</p>	<p>Full PE kit needs to be in school including trainers in case we need to change activity.</p> <p>Whilst clubs in these activities do not run, there are still plenty of PE clubs on offer.</p>
<b>Spring 2</b> (Feb – March)	<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!</p> <p>Football club at lunchtime and also after school team practice and matches which runs all year round.</p>
<b>Summer 1</b> (April-May)	<p><b>Athletics:</b> 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&amp;A:  <b>Knowledge;</b> rules, techniques, officiating &amp; basic anatomy and physiology in sport  <b>Skills;</b> technique, outwitting opponents &amp; performing at maximum  <b>Understanding;</b> tactics, decision making, analysis of performance &amp; 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>

<p><b>Summer 2</b> (June –July)</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.</p> <p>Assessment is focused on three key areas via practical assessment and verbal Q&amp;A:  <b>Knowledge;</b> rules, techniques, map reading, control points  <b>Skills;</b> technique, outwitting opponents, teamwork, co-ordination &amp; problem solving  <b>Understanding;</b> tactics, decision making, analysis of performance &amp; application of knowledge on performance levels.</p>	<p>Full PE kit. Rounders and cricket clubs at lunchtime from April – July.</p>
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*Please note: The order that students complete activities may change between classes due to weather and KS4/5 exam considerations.*

Half term	Topics covered (At times a lesson may be replaced if it is felt a particular topic is relevant to this year group that is not on the programme)	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	<p><b>Developing life knowledge</b> – that is what we do! In a sensitive and kind way, we will cover a range of topics to help you become the best version of you possible!</p> <p><b>Theme: Health &amp; Wellbeing</b></p> <p>Lesson 1: Introduction lesson: What is PSHCE?</p> <p>Lesson 2: Who am I? Getting to know our new classmates</p> <p>Lesson 3: Praising you, praising me: what are my strengths?</p> <p>Lesson 4: An introduction to mental health &amp; how we can support our mental health</p> <p>Lesson 5: Asking for help &amp; advice</p> <p>Lesson 6: How can we keep good mental health and be resilient?</p> <p>Lesson 7: Celebrating black history month</p>	<p>PSHCE is not a levelled subject.</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>
<b>Autumn 2</b> (Oct-Dec)	<p><b>Theme: Living in the Wider World</b></p> <p>Lesson 1: What are needs and wants and why are the differences important?</p> <p>Lesson 2: Making Ethical Financial Decisions</p> <p>Lesson 3: Who are UNICEF &amp; how do they help enforce Human Rights for children?</p> <p>Lesson 4: Prejudice &amp; Discrimination</p> <p>Lesson 5: What are Protected Characteristics?</p> <p>Lesson 6: Disability &amp; discrimination</p> <p>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.</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>
<b>Spring 1</b> (Jan-Feb)	<p><b>Theme: Relationships &amp; Identity</b></p> <p>Lesson 1: Whole school initiative – Careers Focus fortnight, topics TBC</p> <p>Lesson 2: Whole school initiative – Careers Focus fortnight topics TBC</p> <p>Lesson 3: Maintaining genuine friendships and avoiding toxic ones</p> <p>Lesson 4: Bullying or banter, what is and what isn't acceptable?</p> <p>Lesson 5: Managing peer pressure</p> <p>Lesson 6: Children's Mental Health Week 5<sup>th</sup>-11<sup>th</sup> February</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>Newsround is useful to keep up to date on what is happening in the world</p> <p>Swakeleys school learning resource centre (LRC).</p>

<b>Spring 2</b> (Feb – March)	<b>Theme: Health &amp; Wellbeing</b> Lesson 1: E-safety - Considering the impact of using social media and too much screen time Lesson 2: Puberty - what can I expect, what's normal and why does it happen? Lesson 3: Periods, the menstrual cycle and PMS – what do I need to know? Lesson 4: Celebrating International Women's Day Lesson 5: Personal Hygiene - Keeping healthy and the importance of keeping clean Lesson 6: First Aid – learning about the recovery position	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.	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).
<b>Summer 1</b> (April-May)	<b>Theme: Relationships &amp; Identity</b> Lesson 1: How can we keep safe and positive relationships? Lesson 2: Changing Friendships - how to manage changing friendships, including the benefits and challenges of making new friends Lesson 3: Bullying, why does it happen and how can we prevent it? Lesson 4: Mental Health Awareness Week 13 <sup>th</sup> -19 <sup>th</sup> May Friendships & online relationships Lesson 5: Respectful & disrespectful behaviours Lesson 6: Friendships & online relationships	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.	Student notes in exercise book Resources shared on Google Classroom. Further support/information/websites is signposted for particular topics in the lesson power point.
<b>Summer 2</b> (June –July)	<b>Theme: Living in the Wider World</b> Lesson 1: How can we be aspirational students and reach our full potential? Lesson 2: What does it mean to be a British Citizen? Researching and presenting our multiple personal identities. Lesson 3: British Values – what does it mean to be British? Lesson 4: Celebrating Pride month Lesson 5: What is tax and how does the money go towards things we all need & use? Lesson 6: Celebrating South Asian heritage month	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.	Newsround is useful to keep up to date on what is happening in the world. Swakeleys school learning resource centre (LRC).

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<b>Autumn 1</b> (Sept –Oct)	<p><b>Welcome to RE!</b> Learning about religion and learning from religion. No matter what beliefs you have, six major world religions will be covered in KS3 to allow all of us to have respect and understanding for the view of others – a real life skill!</p> <p>‘Lighting Fires’ lesson on world religions, followed by Baseline assessment</p> <p>Students will then begin the topic: <u>‘Why Study RE?’</u> and will explore key areas that are covered in RE:</p> <ul style="list-style-type: none"> <li>• Why it is important to study RE?</li> <li>• What is truth?</li> <li>• Morality</li> <li>• Ultimate questions</li> <li>• Community cohesion</li> </ul>	<p>The baseline assessment is a 25 minute long written test on world religions. No preparation required.</p> <p>Ongoing in-class assessment.</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>
<b>Autumn 2</b> (Oct-Dec)	<p><u>Life of Jesus</u></p> <p>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>
<b>Spring 1</b> (Jan-Feb)	<p><u>Sikhism</u></p> <p>An introduction to the Sikh religion, including:</p> <ul style="list-style-type: none"> <li>• Guru Nanak: The founder of Sikhism</li> <li>• The first Vaisakhi - the founding of the Khalsa</li> <li>• The 5Ks</li> <li>• The Sikh Holy book - The Guru Granth Sahib</li> </ul>	<p>Ongoing in-class assessment.</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>

<b>Spring 2</b> (Feb – March)	<u>Sikhism</u> Students will develop their knowledge and understanding of the Sikh religion, including: <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> <u>Judaism</u> Students will then begin their study of Judaism, to cover: <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>	Ongoing in-class assessment.  30 minute end-of-topic written assessment on Sikhism testing knowledge, understanding and evaluation skills.	Lesson resources will be available on Google Classroom for consolidation and revision.  Year 7 Philosophy, extra-curricular lunchtime club.  <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>
<b>Summer 1</b> (April-May)	<u>Judaism</u> Students will develop their knowledge and understanding of the Jewish religion, including: <ul style="list-style-type: none"> <li>• The Passover festival</li> <li>• Bar and Bat Mitzvahs</li> <li>• Jewish persecution and the Holocaust</li> <li>• The life of Anne Frank</li> <li>• Did God break the covenant with the Jewish people?</li> </ul>	Ongoing in-class assessment.  30 minute end-of-topic written assessment on Judaism testing knowledge, understanding and evaluation skills.	Lesson resources will be available on Google Classroom for consolidation and revision.  Year 7 Philosophy, extra-curricular lunchtime club.  <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>
<b>Summer 2</b> (June –July)	<u>Ethnicity, Religion and Culture</u> <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> <u>Spirituality</u> <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>	Ongoing in-class assessment.  Opportunities for student presentations.	Lesson resources will be available on Google Classroom for consolidation and revision.  Year 7 Philosophy, extra-curricular lunchtime club.

*Please note: Due to staffing considerations and the nature of the curriculum, topics may not always be taught in this order but, over the course of the year, this is the content which will be covered by all classes.*