



Curriculum Overview

Subject: Maths

Year: 7

Intent: To begin to equip students with the numeracy and problem-solving skills they will need in to succeed in KS3, build on in KS4 and take beyond school.

Units of Work	
1	Analysing and displaying data
2	Number skills
3	Expressions functions and formulae
4	Decimals and measures
5	Fractions
6	Probability
7	Ratio and proportion
8	Lines and angles
9	Sequences and graphs
10	Transformations

Main Fluency development:

Calculate measures of spread or central tendency. Use data to construct graphs and charts.

Round, estimate and use negative numbers in multi-step calculations.

Begin to understand and manipulate algebraic notation.

Calculate confidently with decimals.

Begin to calculate with and convert between fractions decimals and percentages.

Begin to understand the language of probability, calculate probabilities based on different outcomes.

Understand and use ratios and compare proportions.

Identify and label angles and lines, draw and measure angles.

Generate and describe sequences, identify coordinates in 4 quadrants.

Identify properties of rotations, reflections, enlargements and translations.

SMSC/British Values/Careers:

Understand data in the news, finance, shopping, basics needed for many careers and functioning outside the school setting.

Main Application development:

Interpret and select data when measuring spread or central tendency. Interpret graphs and charts.

Use rounding in context to estimate solutions in context.

Begin to substitute into real life formulae

Convert confidently between different metric units.

Use percentages in finance examples.

Develop an understanding of probability through language and as a number line using decimals and fractions.

Develop an understanding as to how fractions and percentages can be used to compare proportions.

Solve problems by applying knowledge of angle properties.

Recognise and plot straight line graphs, find the nth term of a sequence and use to solve problems.

Identify and describe transformations.

Literacy/Numeracy:

Contextual problem solving.

Assessment

Setting test: Sept

End of topic test: Dec

Shadow Test: Jan

End of topic test: April

End of year assessment: June

Curriculum enrichment:

Questions in context, how what is being taught relates to everyday life (probability, data, FDP) and it's occurrence in nature (sequences, transformations)



Curriculum Overview

Subject: English

Year: 7

Intent: Our curriculum has been designed to broaden the horizons of our KS3 students – it gives all students, regardless of ability, a strong foundation of knowledge and skills that will enable them to be successful in the future.

Units of Work

1 - 2	'Harry Potter and the Philosopher's Stone' by J K Rowling.
3 - 4	'Henry V' by William Shakespeare.
5 - 6	'Boy' and 'Going Solo' by Roald Dahl.

Curriculum enrichment:

Harry Potter 'Surprise Me' competition.

Workshop and theatre trip to see 'A Comedy of Errors' by William Shakespeare.

Winter Poetry Competition.

Key Knowledge:

- Introduction to Shakespeare's life and times.
- WW1 Poetry and its context.
- Linguistic and literary terminology.
- Rhetorical devices.
- Effects of setting, character and plot.
- Format of a leaflet.
- Format of a newspaper article.
- Format of a formal and informal letter.
- Format of a speech.
- Conventions of writing to explain.
- Conventions of writing to describe.
- Conventions of writing to persuade.
- Conventions of writing to argue.
- Conventions of writing to advise.

SMSC/British Values/Careers:

Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures.

Key Skills development:

- Decoding texts.
- Retrieve information from a text.
- Begin to summarise ideas and information from a single text.
- Begin to identify relevant quotations.
- Begin to use quotations correctly within writing.
- Begin to make inferences.
- Begin to write analytically.
- Begin to make connections between texts and the contexts in which they were written.
- Begin to compare two or more texts.
- Begin to use linguistic and literary terminology accurately.
- Begin to recognise different forms of poetry.
- Begin to select vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context.

Assessment:

All students will complete a baseline test in September.

For each unit of study, students will complete a reading and a writing assessment. Students will also complete a SPAG test each term.

During Term 6, students will sit an end of year test.

Literacy/Numeracy:

Academic vocabulary (tier 2 words).

Subject specific words (tier 3 words)

Writing Challenge (extended writing) every two weeks.



Curriculum Overview

Subject: Science

Year: 7

Intent: To create engaging lessons which stimulate students' interest in Science and provide students with the foundations they need to be scientifically literate and understand the uses and implications of science in the world around them. The lessons will have scientific skill development embedded into them so students' improve their confidence in investigative approaches to Science and have the necessary skills and knowledge to support them as they progress into GCSE.

Units of Work	
1	Science Skills
2	Particles and Separating Mixtures
3	Cells and Movement
4	Energy and Electricity
5	Reactions of Metals and Non-metals and acids and Alkalis
6	Variation and Reproduction
7	Forces and the Universe
8	The Earth

Key Knowledge development:

- The particle model and kinetic theory; changing state
- Chromatography, filtration, evaporation /crystallisation and distillation
- Structure of eukaryotic & prokaryotic cells and intra/extra cellular transport
- Structure and function of the skeleton and muscles
- Energy stores and transformations and calculating power
- Current and voltage in series and parallel circuits
- Static electricity
- Definitions, examples and reactions of acids and alkalis and the pH scale
- Chemical reaction e.g. combustion, thermal decomposition, oxidation and displacement reactions
- Properties of metals and non-metals
- Structure and function of human and plant reproductive systems
- Variation – continuous and discontinuous data
- Earth's structure
- The solar system, day and night and seasons
- Forces – contact and non-contact, speed and gravity

Literacy/Numeracy:

- Subject specific key words
- Command words
- Graph skills
- Data handling e.g. calculating means
- Equations

Key Skills development:

Question It – Identifying variables and writing a hypothesis
 Plan it – Writing a plan for a scientific investigation and identifying the variables
 Plan it- Identifying risks and completing a risk assessment
 Test It – writing a scientific method
 Test It – carrying out a practical safely, collecting and recording data
 Present it – Presenting data as tables, bar charts and line graphs
 Analyse it – analysing data and identifying patterns, stating and justifying conclusions

Curriculum enrichment:

Just a minute competition
 STEM club
 Lego League Club
 Science week competition/activity
 Guest speakers/trips

Assessment

Students will have a LAT set for every topic which will be teacher assessed. Next step targets will be written for the students to complete.

Students will sit a skills test paper at the end of the skills module at the start of Year 7.

There will be 4 mini investigations spread across Year 7 in which students will be self/peer assessed on 2 of the Science skills using the skills assessment grids.

Each module will have a lesson/lessons in which students will work on developing a specific science skill e.g. graph drawing and these will also be self/peer assessed using the skills assessment grids.

There are 2 PPE content papers one in February and one in June assessing students' knowledge and understanding of the Science content.

SMSC/British Values/Careers:

Reproduction and Relationships
 Energy efficiency and impact on environment



Curriculum Overview

Subject: History

Year: 7

Intent: We assess the students' knowledge base and standard of writing through a chronology unit in term 1. This allows us to assess the level of class intervention vs individual need. We then take the first era of that unit and investigate the Romans and how they compare to the Normans, evaluating who did more for Britain after invading. This is followed by a social and religious investigation into the medieval era, drawing on different aspects from the initial investigation in term 1. Finally, we complete a unit on the Tudor reign with a social, moral and cultural theme. This allows them to identify with different factors that affect society to build on in Year 8.

Units of Work		Key Knowledge development: <ul style="list-style-type: none"> • 2nd order concepts of chronology, significance, change and continuity • Roman era • Norman invasion and settlement • Medieval society • The importance of the role of the King vs the Church • Henry VIII and the Reformation. 	Key Skills development: <ul style="list-style-type: none"> • Writing a PEEL paragraph. • Providing an argument to an essay question. • Analysing a source for its content. • Making a judgement about an investigation. • Organisation of homework. • Strategies to revise knowledge. 	Assessment <ul style="list-style-type: none"> • Knowledge tests as starters at least twice a term. • PEEL paragraph assessment to be peer assessed against criteria and checked by teacher at least once per topic. • End of unit knowledge assessments on Show My Homework.
1	Revolutionary Romans			
2	Who did more for Britain: the Romans or the Anglo Saxons?			
3	How did the English react to the Norman conquest?			
4	Medieval Madness			
5	Why were the Tudors such an unhappy family?			
6	Tudor Times			
SMSC/British Values/Careers: <ul style="list-style-type: none"> • Debate role of the church in people's lives • Consideration of values when learning about what it means to be British and our heritage. • Consideration of working conditions and why they are important. 		Literacy/Numeracy: <ul style="list-style-type: none"> • Key words explained and defined in books. • Glossaries for EAL speakers. • Development of paragraphing through PEEL. • SPAG marked in books. • Chronology/dates to provide numerical questions in lessons. 	Curriculum enrichment: <ul style="list-style-type: none"> • KS3 History club projects on related aspects to lessons (to resume when safe to do so). • Department links to recommended reading linked to the topics. 	



Curriculum Overview

Subject: Geography

Year: 7

Intent: Key Stage 3 geography includes a rich and diverse range of teaching topics that engage in both human and physical geographical themes. Students will learn about the interconnectedness of the world they live in and also explore a range of mathematical and literacy skills that will be relevant through Key Stages 3 and 4. Year 7 Geography has been introduced so that we can develop students' awareness of the country they live in. Students will also develop an understanding of the geography of the United Kingdom.

Units of Work

1	UK Geography – Focus: Demographics of the UK
2	UK Geography – Focus: Kielder Water Transfer Scheme + Tourism
3	Amazing Places Map Skills
4	Amazing Places Map Skills
5	River Physical Processes and landforms. UK and Bangladesh
6	Flooding: Causes, impacts and prevention

Key Knowledge development:

- Life in the UK + Changes
- UK global influence
- Tourism – causes and impacts
- Weather and climate of the UK
- Geographical skills (especially non map based)
- Map based skills
- Contextual application to real locations
- Geographical changes that take place
- Physical process (fluvial)
- Comparisons of events
- Spatial context/understanding
- Key words/spellings

Key Skills development:

- Identification of key geographical places
- Definition of key terms used
- Descriptions using the GCSE method
- Explanations – developing detail
- Comparisons between places – understanding
- Decision making exercises
- Assessing
- Collecting geographical data
- Presenting and analysing data
- Identifying and describing location
- Understanding statistics
- Awareness of geographical context

Assessment

UK Geography

Skills portfolio throughout terms 1 and 2 based on numeracy and geographical skills

Amazing Places map Skills

Term 3 Map Skills Test

Term 4 Amazing Places Geographical Comparison (China and USA)

River Landscapes

Term 5 UK/Bangladesh DME

Term 6 – End of year PPE

Rolling Assessments:

Each week students will take part in basic, key knowledge checks and quizzes both in class and on Show My Homework.

Spelling tests weekly will also be used

SMSC/British Values/Careers:

- Influences on the British landscape and culture – immigration, diversity and cultural shifts.
- Contributions to the world by the UK – Media and Politics.
- Interactions /balance between the physical and human environment – how one effects the other.
- Reference to careers in lessons
- Classroom careers in geography display

Literacy/Numeracy:

- Developing written descriptions and explanations
- Use of geographical language
- Graph and table work
- Use of statistics and data
- Subject specific key words
- Presenting data appropriately and analysing the data to form conclusions.

Curriculum enrichment:

- Use of real-life examples in class work
- Opportunities for students to compare topics covered to their own lives
- Students will be making decisions about how geographical themes could impact their own lives in the future



Curriculum Overview

Subject: Religious Studies

Year: 7

Intent: To create engaging lessons to promote deeper understanding, thereby equipping students to access and succeed at KS3, laying foundations for progression into KS4.

Units of Work

1-2	Judaism: What does it mean to follow a Jewish way of life today
3-4	Christianity: Was Jesus God on earth?
5	Hinduism: What does it mean to follow a Hindu way of life today?
6	What does it mean to be human?

SMSC/British Values/Careers:

The key values shared by humans.

Identity and belonging to different cultures and communities.

The impact of religious beliefs on British identity.

Understanding concepts such as equality, religious tolerance, charity, persecution, the application of the law.

Career links to humanities, people focused occupations such as journalism, law, public sector, teaching, caring professions.

Key Knowledge development:

- Definitions of technical terms and concepts.
- Understanding of religious traditions and rituals.
- Reflecting on how teachings are put into practice by believers.
- Considering differences and similarities within and between different denominations and religions.
- Evaluating ways in which faith impacts on believers.

Literacy/Numeracy:

Technical and subject specific terms.

Glossaries for EAL students.

Command words

Interpreting data on religious traditions in the UK and drawing conclusions based on this.

Key Skills development:

- Description of different religious practices.
- Understanding the 'bigger picture' and how each unit contributes to this.
- Enquiry into different religions using a variety of sources. For example: Bible passages and parables, and other religious texts.
- Analysis of different religious responses.
- Reflection on beliefs and practices and their impact on individuals, communities and society.
- Literacy writing coherently and accurately about religious beliefs and practices and evaluating their impact on believers and non-believers.
- Interpretation of different religious texts and viewpoints.

Curriculum enrichment:

Opportunities for

Challenge projects – extended research – with a range of responses.

Exploring religious, philosophical and ethical ideas through wider reading and film.

Guest speakers

Assessment

Retrieval practice

Spelling tests

Graded tasks.

End of unit assessments

PPE's



Curriculum Overview

Subject: French

Year: 7

Intent: Build on any experience of Modern Foreign Languages in Key Stage 2. Introduce key linguistic topics, structures and tenses which will ensure success in further years of study. Include cultural awareness and understanding and promote student engagement.

Units of Work	
1	Moi et ma famille
2	La description
3	Au college
4	Chez Moi
5	Holidays 1
6	Holidays 2

Key Knowledge development:

- Family members, greetings
- Pets, colours, descriptions
- House and home
- School and opinions about school
- Holidays

Key Skills development:

Noun, gender, key verbs
 Negatives, possessive adjectives, adjectives; linking sentences
 Adjectives, present tense verbs
 Giving and justifying opinions in longer sentences
 Present tense verbs
 Reflexive verbs
 Writing and speaking at greater length
 Simple past tense, opinions

Assessment

Weekly low-stakes, standardised vocabulary tests

3 times annually (just before data capture): Listening, Reading, Writing, Speaking

PPE exam (practice foundation writing paper)

SMSC/British Values/Careers:

Development of knowledge and appreciation of a different culture (Francophone).

Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.

Students encouraged to embrace “difference” from their culture.

Discussing and challenging stereotypes within a national and international context.

Literacy/Numeracy:

Phonics
 Numbers 1 - 100 and beyond
 Time
 Noun, gender, key verbs
 Negatives, possessive adjectives, adjectives; linking sentences
 Adjectives, present tense verbs
 Giving and justifying opinions in longer sentences
 Present tense verbs
 Reflexive verbs
 Writing and speaking at greater length
 Simple past tense, opinions

Curriculum enrichment:

Day trip to Boulogne (spring/summer)

European Day—Boule



Curriculum Overview

Subject: German

Year: 7

Intent: Build on any experience of Modern Foreign Languages in Key Stage 2. Introduce key linguistic topics, structures and tenses which will ensure success in further years of study. Include cultural awareness and understanding and promote student engagement.

Units of Work		Key Knowledge development:	Key Skills development:	Assessment
1	Hallo	Key Knowledge development: Alphabet Numbers Greetings Days Family Animals Descriptions Clothes Colours School Opinions Common verbs Adverbs of time and frequency time Prepositions Adjectives Cases Use of register – du/Sie Adjectives Building independence	Key Skills development: Nouns Gender Articles Possessive adjectives Adjectives - agreement, position Pronouns Regular verbs - present Cases Plurals Word order Adverbs of time and place Verbs followed by infinitive Immediate (simple) future Immediate future with full range of verbs Extended sentences/paragraphs	Assessment Weekly low-stakes, standardised vocabulary tests 3 times annually (just before data capture): Listening, Reading, Writing, Speaking PPE exam (practice foundation writing paper)
2	Meine Familie			
3	Meine Schule			
4	Wo wohnst du			
5	Zu Hause			
6	Guten Appetit			
SMSC/British Values/Careers: Development of knowledge and appreciation of a different culture. Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes. Students encouraged to embrace "difference" from their culture. Discussing and challenging stereotypes within a national and international context.		Literacy/Numeracy: Phonics Numbers 1 - 100 and beyond Time Noun, gender, key verbs Negatives, possessive adjectives, adjectives; linking sentences Adjectives, present tense verbs Giving and justifying opinions in longer sentences Present tense verbs Writing and speaking at greater length	Curriculum enrichment: Day trip to Boulogne (spring/summer) Visiting German teacher European Day	



Curriculum Overview

Subject: PE - Striking and Fielding

Year: 7

Intent: To create engaging lessons to promote increased decision making and creativity within game play.

Units of Work		Key Knowledge Development	Key Skills Development
1	Explore ways of receiving the ball (in air/on floor)	<ul style="list-style-type: none"> • Basic rules and regulations in small-sided games <ul style="list-style-type: none"> ○ Scoring systems ○ Ways of getting out • Application of Fundamentals in game play <ul style="list-style-type: none"> ○ Decision making when using a technical skill in different scenarios ○ Place the ball into gaps in the field ○ Reducing the number of runs • Introduction to tactical situations <ul style="list-style-type: none"> ○ Tactical field placements ○ Running between the posts/wickets • Introduction to positions <ul style="list-style-type: none"> ○ Pupils to explore different positions ○ Develop an understanding of returning the ball to the base/wicket keeper. 	<p>Technical development:</p> <ul style="list-style-type: none"> • Safe fielding – reducing runs • Batting technique • Catching and throwing <p>Physical development:</p> <ul style="list-style-type: none"> • Agility • Power • Reaction time • timing <p>Psychological</p> <ul style="list-style-type: none"> • Decision making in different scenarios • Confidence and competence • Spatial awareness
2	Develop effective ways of timing and striking the ball		
3	Experience fielding positions and roles		
4	Develop effective ways to beat an opponent when batting		
5	Explore throwing techniques for different situations		
6	Introduction of game play (rules and regulations)		

SMSC/British Values/Careers:

- **Mutual Respect/Tolerance (Social):**
 - Teamwork
 - Individual Responsibility
 - Communication (various)
- **The rule of law/democracy (Moral)**
 - Abide by laws of the game
 - Leadership within games to self-govern their games/challenges within the game

Literacy/Numeracy:

Numeracy

- Addition/multiplication of scoring systems

Literacy

- Key words
- Vocational skills with peers
- Reading/analysing images
- Peer assessment
- Word of the week

Curriculum enrichment:

- **Swindon Schools competitions**
- **Afterschool clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Interhouse competitions**
- **Visits to professional matches/open training sessions**

Assessment

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal and written feedback



Curriculum Overview

Subject: PE - Net Games (table tennis, tennis, badminton)

Year: 7

Intent: To create engaging lessons to develop hand eye coordination and be able to start to play shots in a rally more effectively and consistently. Pupils will develop their understanding of ball placement with the intention of outwitting opponents and learn how to score and officiate.

Units of Work

1	Racket, ball and court familiarisation.
2	Introduce serving action.
3	Introduce forehand shots.
4	Introduce backhand shots.
5	Explore ball/ shuttle placement
6	Assessment-game play

Key Knowledge development:

- Basic rules of the game, scoring systems, grip and court dimensions.
- Develop an understanding of how to hit the shuttle, ball.
- Develop an understanding of shot selection.
- Develop an ability to place the ball/shuttle in order to outwit opponents
- Develop the ability to evaluate theirs and opponent's performances.

Key Skills development:

Technical development:

- Forehand and backhand shots (serve, drive, push, lob, clear, smash)

Physical development

- Power and accuracy
- Reaction time and agility
- Hand eye coordination

Psychological

- Decision making in different scenarios
- Confidence and competence
- Spatial awareness

SMSC/British Values/Careers:

- **Mutual Respect/Tolerance (Social):**
 - Teamwork (Respect)
 - Individual Responsibility
 - Communication (various)
- **The rule of law/democracy (Moral)**
 - Abide by laws of the game
 - Leadership within games to self-govern their games (challenge)
 - **Careers**
 - Officiating, coaching and playing

Literacy/Numeracy:

Numeracy

- Addition/multiplication of scoring systems

Literacy

- Key words
- Vocational skills with peers
- Reading/analysing images
- Peer assessment
- Word of the week

Curriculum enrichment:

- **Swindon Schools competitions**
- **Afterschool clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Inter house competitions**
- **Visits to professional matches/open training sessions**
- **Links with local sports clubs to develop skill level for all**
- **Player development pathway for elite athletes**

Assessment:

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal and written feedback



Curriculum Overview

Subject: PE - Invasion Games

Year: 7

Intent: Introduction/recap to attacking and defending principles in small sided games.

Units of Work		Key Knowledge Development	Key Skills Development
1	Introduction to (adapted) matches (rules and regulations) – small sided games	<ul style="list-style-type: none"> • Basic rules and regulations in small-sided games <ul style="list-style-type: none"> ○ Restarts e.g. goal kicks, side-line, backline, throw in, kick off, corners • Application of FUNdamentals in game play <ul style="list-style-type: none"> ○ Decision making when using a technical skill in different scenarios ○ Make the pitch as big as possible (create space) during attacking phases ○ Make the pitch as small as possible (compactness) during defensive phases • Introduction to tactical situations <ul style="list-style-type: none"> ○ Game management: time and scorelines • Introduction to positions <ul style="list-style-type: none"> ○ Pupils to explore different positions ○ Develop an understanding in possession ○ Develop an understanding when out of possession 	<p>Technical development:</p> <ul style="list-style-type: none"> • Variation of distances when passing, shooting/ goal scoring, dribbling, running with the ball and defensive techniques. <p>Physical development:</p> <ul style="list-style-type: none"> • ABC'S • Power • Reaction time • Acceleration and deceleration <p>Psychological</p> <ul style="list-style-type: none"> • Decision making in different scenarios • Confidence and competence • Spatial awareness
2	In possession: ball mastery/ passing variations		
3	Out of possession: defending techniques e.g. body shape, pressing		
4	In possession: shooting/ scoring opportunities		
5	In possession: outwitting opponents		
6	Assessment – game play in small sided games		

SMSC/British Values/Careers:

- **Mutual Respect/Tolerance (Social):**
 - Teamwork
 - Individual Responsibility
 - Communication (various)
- **The rule of law/democracy (Moral)**
 - Abide by laws of the game
 - Leadership within games to self-govern their games/challenges within the game

Literacy/Numeracy:

Numeracy

- Addition/multiplication of scoring systems

Literacy

- Key words
- Vocational skills with peers
- Reading/analysing images
- Peer assessment
- Word of the week

Curriculum enrichment:

- **Swindon Schools competitions**
- **Afterschool clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Interhouse competitions**
- **Visits to professional matches/open training sessions**

Assessment

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal and written feedback



Curriculum Overview

Subject: PE - Aesthetics: Cheerleading, gymnastics, sports acro, parkour

Year: 7

Intent: To create engaging lessons to develop gymnastic and cheerleading skills, with particular emphasis on body awareness, rhythm and developing creativity.

Units of Work

1	Introduction to a set routine/basic moves/skills
2	Exploring skills through experimenting with movements and specific criteria
3	Introduce formations Groupwork
4	Create sequences including stunts, formations and different movements.
5	Performing: To peers and whole class
6	Assessment: Peer, self and teacher through feedback and APP

Key Knowledge development:

- Sequencing
- Motif development
- Use of Rhythm
- Accurately replicate individual cheerleading/gymnastic movements.
- Can link cheerleading / gymnastics movements into a sequence.

Key Skills development:

Technical development:

- Cheerleading positions, formations, timing
- Gymnastic skills: rolls, jumps, turns, balances
- Parkour skills: Vaulting, turns, jumps, balances

Physical development

- Co-ordination
- Agility, control and fluency
- Movement to music
- Body awareness

Psychological

- Decision making in different scenarios
- Confidence and competence
- Spatial awareness

SMSC/British Values/Careers:

- **Mutual Respect/Tolerance (Social):**
 - Groupwork (Respect)
 - Individual Responsibility
 - Communication (various)
- **The rule of law/democracy (Moral)**
 - Leadership within groups to self-govern their performance (challenge)

Literacy/Numeracy:

- Key words
- Counts/ multiples

Curriculum enrichment:

- Dance club
- Primary Gymnastics festival
- Links to gymnastics and dance clubs

Assessment

- APP
- Peer assessment
- Self-assessment
- Verbal feedback



Curriculum Overview

Subject: PE - Health Related Fitness

Key Stage 3

Intent: Developing an understanding of the importance of different fitness testing and exercises in sport and wellbeing.

Units of Work		Key Knowledge Development	Key Skills Development
1	Training zones (including warm up/downs)	<ul style="list-style-type: none"> • Understanding of the components of fitness • Why exercise is important for the human body • The importance of a warm up and cool down • An understanding of heart rate <ul style="list-style-type: none"> ○ Measuring heart rate ○ Training zones ○ Awareness of individuals maximum heart rate • Awareness/acknowledgement that your body has worked hard • Developing a training programme for specific needs • Reliability and validity in fitness testing 	<ul style="list-style-type: none"> • Safe techniques when exercising • Be able to warm up / cool down • How to differentiate an activity <ul style="list-style-type: none"> ○ How to regress an activity ○ How to increase challenge on an activity • Mental and physical preparation to exercise <ul style="list-style-type: none"> ○ Dynamic stretches ○ Static stretches • How to measure heart rate • Awareness of different fitness testing
2	Fitness testing		
3	Circuit Training		
4	Strength and conditioning		

SMSC/British Values/Careers:

- **Mutual Respect/Tolerance (Social):**
 - Teamwork
 - Individual Responsibility
 - Communication (various)
 - Aspiration
 - Excellence in attitude
- **The rule of law/democracy (Moral)**
 - Challenging self to reach full potential
 - Motivation to support others to succeed

Literacy/Numeracy:

Numeracy

- Addition/multiplication of scoring systems

Literacy

- Key words
- Vocational skills with peers
- Peer assessment
- Word of the week

Curriculum enrichment:

- **Swindon Schools competitions**
- **North Wiltshire Schools competitions:** Gittleton House, Bath University (county/regional trials and schools competition)
- **Afterschool clubs** (recreational and preparing for competition)
- **Lunchtime clubs** (recreational)
- **Interhouse competitions**

Assessment

- APP
- Self-assessment
- Peer-assessment
- Observation
- Verbal feedback



Curriculum Overview

Subject: Art

Year: 7

Intent:

- Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students.
- Motivate our students into wanting to study Art at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students.
- Ensure students produce art work to a high standard and develop a lifelong love of Art
- Share good practice within the faculty and to work as a strong team which supports and motivates each member.

Units of Work

1	Food
2	Furniture Design
3	Journey

Assessment

- Drawing Test- start of each term.
- End of project assessment.
- PPE
- Self & Peer assessment

Key Knowledge development:

Food

- Students start off with a project that introduces them to different forms of drawing. The aim will be for the students to refine and improve their skills developed from Primary school.
- The focus will be on different forms of observational studies using a range of media.
- They will be producing fact files about contemporary and modern artists'.
- They will also be exploring photography, collage, proportion and illustration.

Furniture Design

- Students will be looking at how art and design have been closely interlinked. They will look at modern designers e.g. Memphis group, De Stijl and contemporary artists.
- The focus will be how the students work to a design brief documenting their journey from initial research, designer/Artist fact files, initial designs, maquettes, final design, final 3D outcome

Journey

- Students investigate the topic 'Journeys'. looking specifically at how many cultures have documented their journeys. The projects will look at the Aboriginal culture and the how their colourful paintings are steeped in symbolism.
- The students will use this research as the stimulus for their own journey interpreting important aspects of their culture, interests and family to create a 'Journey artwork'

Literacy/Numeracy:

- Artist's Fact files and in-depth studies.
- Annotation of their work.
- Assessments.
- Proportion and scale used throughout the drawing tasks.
- Measurement used within the clay project

Key Skills development:

- Research skills – mind-maps, collecting information.
- Experimenting with a range of different materials such as collage, clay, oil pastel, stencilling and paint.
- Record and explore ideas from first-hand observations.
- Ask and answer questions about the starting points for their work.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

SMSC/British Values/Careers:**Challenge**

The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created.

Aspirations

We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education.

Respect

Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions and viewpoints across different societies.

Excellence

Encouraging our students to become excellent practitioners in art through a range of different media and techniques.

Careers

- Links to careers within the Arts eg photographer, graphic designer, ceramicist, furniture designers etc
- Environmental links through recycled project.
- Developing an understanding of other cultures' beliefs

Curriculum enrichment:

- External Art projects- Clay Club, Wire and Recycled art project
- Art trips
- Art workshops running through each term



Curriculum Overview

Subject: Drama

Year: 7

Intent:

- Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment.
- Motivate and challenge our students into wanting to study Drama at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students.
- To achieve high standards and a love of drama.
- To develop student's confidence within themselves and develop greater empathy, understanding and respect for difference and diversity

Units of Work

- 1 Drama Skills
- 2 Darkwood Manor
- 3 Charlie and the Chocolate Factory
- 4 Shakespeare Stories
- 5 Silent Movies
- 6 Superheroes

Assessment

Assessment in Drama is split in to four areas, Creating, Performing, Responding and Evaluating. The assessment of learning takes place at the end of each scheme of work. The students are marked according to the whole school policy and levels are attained using the Arts Council's Framework.

Key Knowledge development both in groups and individual learning:

Drama Skills

Over the first term Drama aims to develop students' communication skills, confidence and basic drama knowledge; focusing on team building skills, challenging activities, understanding of dramas' explorative strategies and genres.

Darkwood Manor

Students will; use a range of drama skills and strategies to develop storytelling, be able to work both independently and as part of a group, use elements of drama and the drama medium in order to show tension and create believable characters, develop understandings of physical theatre and use effectively in performance, evaluate own and others work, using subject specific vocabulary, enabling work to be improved. (Speaking and Listening).

Charlie and the Chocolate Factory

Students will; use explorative strategies developed in the last two SOWs of work, for example role play and thought tracking. Students will analyse characters and their development through role play, hot seating and mantle of the expert.

Shakespeare Stories

Students will gain an understanding of the plots and characters of; Romeo and Juliet, Macbeth, The Tempest and Midsummer Night's Dream. Students will to explore the language of Shakespeare. Students will use the knowledge of explorative strategies gained in the last three units of work and use them to explore the Shakespearean texts. Students will explore social, historical and cultural themes by working from texts and using Drama elements in that exploration.

Silent Movies

Students will gain an understanding of how to identify and explore the features and skills needed in creating an effective slapstick comedy. They will also learn how to apply the skills of slapstick comedy in their performances. Students will develop their organisation skills in structuring scenes to create a comical piece of theatre. By the end of this unit students be able to recognise, construct, perform and evaluate an effective melodrama and cliff-hanger ending in their performance.

Superheroes

Students will explore different types of heroes in our world at present. They will begin to use physical Theatre, non-verbal communication, gestures and mime in their rehearsal time and performance. Students will have independent learning in researching stereotypes, cultural influences on our society and the use of conventions and mediums. Students will draw upon the knowledge, explorative strategies and performance skills in the creation of their final piece of theatre.

Literacy/Numeracy:

S7 Following instructions
E1 Listen well to others
E3 Respect the views of others
Group numbers and timings of rehearsal structure
Assessments
Performance timings

Students will develop their understanding, use of and skills of creating an effective;

- Still image
- Thought tracking
- Physical theatre
- Narration
- Hot seating
- Role-play
- Split Scene
- Students will explore and perform Shakespearean language and plots by using Drama explorative strategies.
- Structure a Silent Movie using slap stick comedy
- End of year performance using mime, physical theatre and the skills developed by the students throughout the academic year.

SMSC/British Values/Careers:

Cultural: Projects offer students varied cultural influences.

Social: Students respect the opinions of their peers in the learning environment in every lesson.

Moral: Students recognise the difference between right in wrong. Students have the opportunity to give an opinion, which is reasoned and backed up with evidence.

Spiritual: Students respect feelings and values.

Challenge

The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance.

Aspirations

We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education.

Respect

In every Drama lesson, students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers' performance and showing respect when watching each other's work.

Resilience:

Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.

Curriculum enrichment:

- Romeo and Juliet Performance in the Wyvern Theatre KS3 & KS4.
- Whole school; High School Musical Performance KS3 & KS4.
- Blood Brothers performance for KS3 students.
- Make Me Laugh Competition



Curriculum Overview

Subject: Music

Year: 7

Intent: To create engaging lessons that inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Units of Work		Key Knowledge development:	Key Skills development:	Assessment
1	Black note march Baseline test & big sing – Elements of music; Group singing; ensemble performance; composition	<ul style="list-style-type: none"> Identifying and using the Musical elements Developing an understanding of forms of notation Identifying musical instruments, genres and contexts Develop an understating of the music that they perform 	<ul style="list-style-type: none"> Develop individual/ ensemble and class vocal skills, controlling the musical elements Performing as an individual Composing music from a brief Composing for a specific audience Instrumental skills development Keyboard skills Ukulele Skills Listening skills 	<ul style="list-style-type: none"> Each topic will use on-going formative assessment through teacher observation, homework tasks and in lesson AFL Each topic to be formally assessed at the end of the topic. Assessments will take the forms of: An individual or ensemble Performance of a piece of music, A showcase of a self made composition Electronic submission of a recording or score through music technology
2	Music and Notation – Graphic score; Staff notation; solo and ensemble performance; composition			
3	Ukulele – Instrumental skills; Chord diagrams; TABliture; solo and ensemble performance			
4	Music for Advertising – Composing for a specific audience; ensemble composition			
5	All about the Bass – Musical eras, baroque to, 21 st century; instruments of the orchestra			
6	Musical Futures – application of listening skills; ensemble skills and performance			
		Literacy/Numeracy:		
		<ul style="list-style-type: none"> Subject specific key words Oracy skills development Evaluation skills 		

SMSC/British Values/Careers:

- Developing an understating of music's cultural links and influence from, and on, society both today and throughout history
- Links to careers within the music industry and how different people make a living through music (Advertising, Performing, composing)

Curriculum enrichment:

- Extra curricular clubs
- Performance opportunities
- Community links
- Peripatetic teaching and learning



Curriculum Overview

Subject: Computing

Year: 7

Intent: Students start Year 7 Computing with an introduction to solving problems and programming concepts using Scratch and micropython on the microbits. They experience two different types of programming – graphical and text-based. Both introduce them to basic programming concepts.

Units of Work	
1	Programming Scratch
2	Programming Micro:bits
3	Cryptography
4	
5	
6	

Key Knowledge development:

- An introduction to the world of programming
- Understanding that programming can be used to provide solutions to a huge range of problems
- Understanding that programming can come in different forms – block and text based
- Understanding of how coding can be used

Key Skills development:

- The building blocks of computer programming
- Sequencing – knowing that the order of instructions is important
- Selection – understanding how a program branches depending on conditions
- Iteration – repeating instructions where needed
- Syntax – the grammar of programming
- Data structures – lists in python
- Random numbers

Assessment

A baseline test to assess students' knowledge and understanding of Computing, Digital Literacy and ICT.

Students will create a 'Primary Calculator' in Scratch that will be graded against set criteria

SMSC/British Values/Careers:

Students are encouraged to think of algorithms and programming in terms of everyday processes and devices.

Literacy/Numeracy:

- Accuracy required for the correct spelling of key syntax
- Application of arithmetic functions
- Data structures
- Random numbers
- Key word definitions

Curriculum enrichment:

- This lays the foundation for more advanced programming in Years 8 and 9 where students will build on what they have done in Year 7



Curriculum Overview

Subject: Global Citizenship

Year: 7

Intent: Global Citizenship is an important part of the development of young people. It aims to encourage students to participate in decision making, firstly within their own social groups and their school, in their communities and finally on a global level. Young people need to develop an interest in the way decisions are made and consider how they then themselves can influence decision. The Global Citizenship SOW is designed to encourage them to develop the skills and understanding to do this effectively.

Units of Work	
1	Active citizenship
2	Wider world
3	Life in modern Britain & rights and responsibilities
4	Health & wellbeing
5	Political participation
6	Relationships

Key Knowledge development:

- Consider the effect our behaviour & attitude has on others and our wellbeing
- To know what the role of UK law is and to reflect how it has changed over time.
- Know how to bring about change by democratic means.
- Should the commonwealth still exist?
- Understand how entrepreneurs work on a global & local scale
- Understand how digital footprints affect your working and personal life
- To understand the core British values and how they apply to BF and individually.
- Understanding freedom & responsibility
- Mental health & wellbeing for teenagers & suggest solutions/advice to problems as well as where to get help
- Understand the links between nutrition, obesity and disease
- Understanding the political process in Britain & democracy
- Effecting local change through thinking globally
- Climate protests
- What is FGM and how it can be prevented
- Online relationships and sexting

Key Skills development:

Creating questionnaires
 MA able to give examples & evaluate current issues.
 Create a campaign to tackle rudeness at Bradon Forest.
 What would be the benefit to students?
 Analysing data from a questionnaire.
 Identifying, analysing, explaining
 Dragon's den-invent a product
 Debating/giving opinions/different viewpoints

Assessment

Each topic to have a termly homework
 Classwork
 Extended writing
 End of year PPE exam
 Knowledge circles

SMSC/British Values/Careers:

Learning about oneself, offer reasoned views, use a range of social skills, understand, accept, respect & celebrate.

Core British values-tolerance & respect, the rule of law, democracy, individual liberty.

Looking at different jobs/qualifications.

Literacy/Numeracy:

Subject specific key words & glossary
 Graph skills
 Using appropriate terminology
 Additional reading material/case studies for MA
 Writing and speaking at greater length

Curriculum enrichment:

Guest speaker/PCSO to conduct sexting workshops
 Dragons Den project
 Court visit



Curriculum Overview

Subject: Design and Technology & Food and Nutrition

Year: 7

Intent: To create engaging lessons to introduce Design and Technology and Food to new learners. We focus on the very basics at this stage. Basic design skills, tools, processes and keyword knowledge and basic practical skills. We also nurture stretch amongst the more able students through creativity.

Units of Work	
PD	Earphone Wrap - Generating Ideas and CAD-CAM
MT	Material Investigation – Material knowledge and hand tools
TEX	Pin Cushion – Basic Textile practical skills
FD	Fruit & Vegetables – Basic Practical Skills

Key Knowledge development:

- Basic tool knowledge
- Basic keyword retention
- Focus on being creative
- Measuring
- Quality control and assurance
- How to evaluate products
- How to eat healthy and good nutrition
- Health advantages of Fruit and Vegetables

Key Skills development:

Basic introduction to what Design and Technology is

Possible careers in Design and Technology

How to generate design ideas and how to annotate

Basic skills in Tools/Processes and Techniques

How to modify and make changes to a product

Assessment

Each Project lasts roughly 7 weeks.

Within that time they will be either:

Self-assessment/peer assessment

teacher assessment

Summative Marking at the end of the project., which the students will actively engage with how to improve

Each Year has a PPE – this covers what they have learnt throughout Design and Technology

SMSC/British Values/Careers:

Sustainability, Recycling, Environment

Careers – Famous Designers

Literacy/Numeracy:

Measuring

Keywords

Command words

Evaluations to assess literacy

Curriculum enrichment:

D&T Club

D&T competitions