



Parent Guide Curriculum and Assessment

Year 7 2020 - 2021

Our Learning Ethos

At Southam College teachers ensure that students are purposely engaged in their learning, challenged to do their best and supported to make excellent progress in their studies. This guide provides an overview of the aims and content of each subject including ways in which students can extend their learning further outside of the classroom.

An electronic version of this guide can be found on the school's website in the Parents section.

Assessment

In Y7 & 8, teachers will assess students' current working at grade using grades 1 – 4 and a sub-level: a, b or c. For example, 1a is a student who is at the top of a Grade 1, nearly achieving a grade 2. 1b is a student working in the mid-range of a Grade 1 and 1c indicates a student working at the bottom end of a Grade 1. Students working beyond a grade 4 will be reported as working at a 4+. Students working below a grade 1 are assessed as currently working at a grade W (working towards grade 1).

Students' KS2 SATs results and Y6 teacher assessment will be converted to a Y7 starting point. Students with a KS2 scaled score of 100 will have a starting point that is broadly average to Y7 students nationally. From this starting point an end of year target grade is set to reflect 2 sub-levels of progress, for example if a student has a starting point of 2b the end of year target 3c. The end of year targets will be reviewed in the autumn term and confirmed by students' teachers once they have an understanding of students' potential. Targets can be reviewed and moved upwards at any point in the year to reflect students' progress.

Reporting

Teachers will provide a grade that each student is achieving in each subject at the end of the autumn term, spring term and summer term in the form of a progress report. They will also report on a student's attitude to learning and the quality of their home learning. Please see the next page for a more detailed explanation of what appears on the progress report.

In addition to the written progress reports, parents will also be invited to meet with their child's tutor early in the autumn term. There will be a further opportunity to meet subject teachers at a parents' evening in the summer term.

If **at any point** you would like to discuss your child's progress in a particular subject, please contact the relevant teacher or liaise with your child's tutor for further information.

A Guide to Progress Reports

Attitude to Learning

The grade refers to a student's attitude and behaviour within the classroom in terms of their response to instructions, ability to work independently, work with others, try their best and work hard.

1. **Above Expectations** - Consistently displays an excellent attitude to learning. Demonstrates enthusiasm for learning and makes excellent contributions to lessons. Consistently takes responsibility for their learning and strives to make excellent progress. Completes class work to an excellent standard.
2. **In Line with Expectations** - Displays a good attitude to learning. Takes an interest in what they are learning and makes valid contributions to lessons. Is able to take responsibility for their learning and tries hard. Completes almost all class work to a good standard.
3. **Below Expectations** - Displays an inconsistent attitude to learning which is not always good. Takes little interest in what they are learning and is reluctant to make contributions to lessons. Doesn't always take responsibility for their learning and isn't focused on making progress. Class work regularly completed to an unsatisfactory standard.

Home Learning

The grade refers to the content and quality of presentation of home learning tasks.

1. **Excellent** – content consistently of a high quality, approached conscientiously and with outstanding effort. Tasks always completed on time.
2. **Good** – content of a good standard, displaying a positive approach. Tasks usually completed on time.
3. **Unsatisfactory** – content often falls below the minimum expectation and/or tasks rarely completed on time.



Art

In year 7 students will study the 7 core visual elements of art: line, colour, shape, form, pattern, texture & tone. They will study various art forms and develop a range of artistic skills over the course of the year.



Curriculum and Assessment Schedule

Topic	Assessment
Topic 1: Visual Elements Project The first project uses various tasks to explore, line, colour, shape, form, pattern, texture & tone. These tasks vary from tonal studies to colour blending.	In the first lesson there will be a drawing assessment to use as a baseline for future support. Final assessment will be through various book based outcomes exploring the 7 visual elements.
Topic 2: Composition No.8 (abstract compositions) The 2 nd project allows pupils to use the visual elements and incorporate them into a series of abstract compositions. Pupils will build on their prior knowledge and develop in-depth outcomes inspired by patterns, lines and explore colour theory further.	Book based outcomes throughout project & 1 final A2 mixed media Abstract Composition. (paint/pen/crayon)
Topic 3: Pattern and Print The 3 rd project allows pupils to use key visual elements such as pattern, line and colour within a unique theme and develop skills in printmaking. Pupils will build on their prior knowledge and develop their skills in various print techniques using pattern, line, and colour as well as techniques such as tessellating, carving & layering.	Book based outcomes throughout project & 1 final A2 printed piece.
Topic 4: Clay Landscapes The 4 th project allows pupils to use key visual elements such as form, shape & texture within a unique theme and develop skills in Clay making. Pupils will build on prior knowledge and develop their skills in 3D clay construction and texture/pattern application.	Book based outcomes throughout project & 1 final clay outcome. (Year 7 exam Jun/Jul)

Reading Suggestions

- '50 Modern Artists You Should Know (The 50s Series)', by Christiane Weidemann
- 'The Art Book: Big Ideas Simply Explained', by DK
- 'Abstract Art (Basic Art Series 2.0)', by Dietmar Elger



Visit art & photography exhibitions, museums and galleries and create a review and an outcome inspired by the work you have seen. Create/make your own sketchbook recording the visual elements & topics from lesson that you encounter outside the school. For example you could explore various textures and colours around you. This could be through photography, drawings, paintings, drawings, collage, digital art etc.

Character and Culture

Throughout their time at Southam College, students will benefit from Character and Culture lessons. The purpose of the Character and Culture curriculum is to ensure students feel valued for their conduct, encouraged to be ambitious as well as resilient, and equipped with the knowledge, skills and self-belief required to lead a successful and happy life.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Respectful Relationships, Friendships and Anti-Bullying Awareness	End of Topic Assessment
Autumn 2	Online Safety	End of Topic Assessment
Spring 1	Personal Health and Mental Wellbeing	End of Topic Assessment
Spring 2	Drug Awareness Education	End of Topic Assessment
Summer 1	Living in the Wider World – Law, Crime and Justice	End of Topic Assessment
Summer 2	Living in the Wider World – Government and Politics	End of Topic Assessment

Reading Suggestions

- 'The Island at the End of Everything', by Kiran Millwood Hargrave
- 'Wolf', by Gillian Cross
- 'Pig Heart Boy', by Malorie Blackman
- 'The Happy Newspaper'



Take an interest in the world around you by watching news broadcasts and listening to current affairs podcasts. Discuss what you learn with someone at home or your Character and Culture teacher in school.

Computing

Students gain vital, lifelong skills, in the subject of ICT. The aim is to help students feel empowered to engage and to think imaginatively and creatively to solve problems, rather than purely concentrating on the practical aspects of the subject. They also look at how to use the Internet safely and effectively to find information. Students then move on to learn about the key components of computer systems.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	Web Awareness This topic will give students an understanding of the fundamentals of the World Wide Web. Through a series of eight lessons students will learn how the Web works, how to be safe and responsible online, gain an understanding of ethical issues surrounding the use of the Web and also look at security risks and how they can be prevented. The scheme of work finishes with students creating their own basic web pages using a combination of HTML and CSS.	December
Spring	What are Computers? This topic will give learners an understanding of the key components that make up a computer system, including inputs and outputs and hardware. In addition they will be introduced to binary and how to convert between binary and denary numbers and will gain a basic understanding of computer networks and operating systems. They will also look at health and safety issues surrounding the use of computers.	March
Summer	Games Programming With Scratch Pupils begin this unit with an introduction to the Scratch programming environment, and by reverse-engineering some existing games. They then progress to planning and developing their own game, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a fully working Virtual pet game. Finally they will learn to test and debug their programs as they develop.	July

Subject Specific information:

Students have 2 lessons fortnightly. Cross curricular skills include writing letters, web safety, presentation, spreadsheets, Desk Top Publishing, and the basics of computer science.

Reading Suggestions

- 'The Thrilling Adventures of Lovelace and Babbage'. 'The (Mostly) True Story of the First Computer', by Sydney Padua



Watch an episode of My Digital World:
<https://www.youtube.com/watch?v=kgCNGvL0g1g>

Create a report on what danger is shown in this episode. List as many ways as you can think to avoid this danger.

Drama

Drama in Y7 begins with building confidence in working with each other and learning through mistake making. Students also begin to develop knowledge of drama terminology for performance and design.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	<u>Bullying</u> Introducing Dramatic techniques such as freeze-frame, tableau, mime and movement, improvisation	Throughout Drama, Students are assessed in their ability to create, perform and respond to Drama. Practical Assessment Focus on Performing
Spring	<u>Macbeth</u> Developing prior knowledge through use of Shakespeare's text.	Practical Assessment Focus: Responding
Summer	<u>Script-writing</u> Developing student's confidence in their own ideas and allowing them to perform an original work, as well as improving knowledge of stage directions, scenes, acts, character and plot.	Practical Assessment Focus: Creating

Subject Specific information

Lessons are once fortnightly. We have several clubs for performance and design. Home learning is in many forms. The curriculum focuses equally on acting, on performance, reflection and analytical skills.

Reading Suggestions

- Newspapers – because Drama often expresses the world.
- Plays such as 'The Terrible Fate of Humpty Dumpty', GCSE Bitesize, and theatre programmes.



See plays as regularly as possible. Many local theatres offer cheap tickets for young people such as the Royal Shakespeare Company in Stratford upon Avon, the Belgrade Theatre in Coventry and the Warwick Arts Centre at the University of Warwick.

Research further into Aristotle's theory of a well-made play and present in a format of your choice.

English

In Year 7 we endeavour to introduce students to a range of fiction and non-fiction texts, such as novels, plays, poetry and articles. Students will learn how to analyse texts on a deeper level, paying particular attention to the language writers use to create meaning. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their writing. Students will develop their reading, writing, and speaking and listening skills, to encourage high levels of literacy across all disciplines.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Short Stories	How has Dahl created an interesting resolution in <i>Princess Mammalia</i> ?
Autumn 2	Myths and Legends	Descriptive writing of Beowulf in the Dragon's lair.
Spring 1	History of English	How does Orwell present the character of Boxer?
Spring 2	Henry V	Speaking and Listening assessment
Summer 1	Poetic Voices	How does Jackie Kay present ideas about identity in <i>Old Tongue</i> ?
Summer 2	Novel- Ruby in the Smoke	How is Mrs Holland presented in chapter 18?

Subject Specific information:

- Students are expected to be equipped with a reading book at all times.
- Year 7 students will have one library lesson per fortnight, where they have access to all of the library books, and have the opportunity to discuss what they have been reading with their teacher.
- Students should respond to written feedback in their exercise book using a green pen. All spelling, punctuation and grammar errors should be carefully corrected. Students should use a dictionary to correct misspelled words.

Recommended Reading

Our recommended reading list can be accessed via the year 7 blog on the school's website.



Collate an anthology of 5 poems from a country or region of your choice. Include a summary of the ideas in each poem. Complete your anthology with your own poem inspired by the research you have done.

Geography

Year 7 students in Geography have three lessons a fortnight and start the year by looking at UK physical and human Geography, while developing their map skills. They then build on this throughout the year while exploring other Geography topics where they develop further geographical skills and expand and apply their understanding on a global scale.



Curriculum and Assessment Schedule

Topic	Assessment
Topic 1: UK Geography	September
Topic 2: Map Skills	October
Topic 3: Wild Weather and Climate Change	February
Topic 4: Population and Settlement	May
Topic 5: Coasts	June

Reading Suggestions

- 'Horrible Geography – Stormy weather'
- 'No one is too small to make a difference', by Greta Thunberg
- 'It's your world: Get informed, get inspired and get going!' by Chelsea Clinton



Keep a scrapbook of new stories relating to geographical issues such as climate change, natural disasters, environmental issues and population growth. Highlight the key points and annotate them with your thoughts.

History

The historical periods of the medieval and early modern periods are covered in year 7 under the theme of 'Power and the People'.



Curriculum and Assessment Schedule

Topic	Assessment
Topic 1: Intro to History Skills: Anglo-Saxons and Romans	Ancient History Project
Topic 2: Norman Conquest	How did William gain control of England?
Topic 3: Castles	To what extent did castles change over time?
Topic 4: Life in Medieval England	How far did the balance of power change in the Medieval period?
Topic 5: Tudors	Which Tudor monarch changed Britain the most?
Topic 6: Changing Beliefs	How and why did Britain become less superstitious?

Subject Specific information:

Home Learning projects are set every half term. From Autumn 2, each half term has built in 'chronology checker' lessons to build an ongoing overview. Each half term, students complete 'Home Learning postcard' to support recall of knowledge and build links with home.

Reading Suggestions:

- Horrible Histories series: 'Measley Middle Ages', 'Terrible Tudors'
- 'The Chosen Queen', by Joanna Courtney
- 'Anglo Saxon Boy', by Tony Bradman
- 'Fire, Bed and Bone', by Henrietta Branford
- 'Eliza Rose', by Lucy Worsley



Read a historical fiction book connected to a topic we are covering in lessons. Write a review of the book and include a judgement about how well it represents the time period in question.

Maths

Mathematics in Y7 is taught in accordance with the National Curriculum. The syllabus is taught in discrete units. The units will differ depending on ability. Students study 9 or 10 units per year. Each unit is followed by a self-assessed test, to enable students and teachers to identify strengths and areas for further practice. An end of year exam is taken by all students. Students are encouraged to help each other and use resources within the classroom to promote independent learning.



Curriculum and Assessment Schedule

Topic	Assessment
Half term 1: Number	End of Topic Tests
Half term 2: Area and Perimeter	End of Topic Tests
Half term 3: Basic Algebra	End of Topic Tests
Half term 4: Fractions, Decimals and Percentages	End of Topic Tests
Half term 5: Ratio and Proportion	End of Topic Tests
Half term 6: Angles and Constructions	End of Year Exam

Subject Specific information

Home learning will be set on a weekly basis which will be based on the content students are covering in lessons. Students will be given an outline of each topic which they can use to guide them with their revision for the end of topic tests. Students are expected to have a calculator, protractor and a pair of compasses with them alongside the basic items of pen, pencil and ruler.

Reading Suggestions

- 'KS3 Revision Guide', by CGP



Fractions problem.

Here is a set of six fractions:

$$\frac{1}{6} \quad \frac{1}{25} \quad \frac{3}{5} \quad \frac{3}{20} \quad \frac{4}{15} \quad \frac{5}{8}$$

Choose some of the fractions and add them together. You can use as many fractions as you like, but you can only use each fraction once. **Can you get an answer that is close to 1?**

What is the closest to 1 that you can get?

Modern Languages: French

At the beginning of Year 7, students will have a general introduction to French and will be able to recognise single words. As the year progresses, this will build up to creating short sentences about themselves and others and then producing short paragraphs. They will be taught to express their opinions and how to form the present tense in written and spoken French. In addition to the language element, students will also become more culturally aware, learning about French festivals and traditions at different times of the year.



The lessons will be delivered as much as possible in French and there is an expectation that students speak French in the classroom whenever they can.

Curriculum and Assessment Schedule

Topic	Assessment
Module 1: Bienvenue! Greetings, Basic information about yourself, French alphabet and sounds, Numbers 1-31, Birthdays and months, Classroom items, School bag items, Colours and colour agreements	Speaking assessment Students to answer 5 questions about themselves. These should be prepared in advance.
Module 2: Toi et moi Countries and nationalities, Personality descriptions, Family members, Pets/animals, French Christmas, Physical descriptions, Likes and dislikes	Listening assessment Students to listen to a variety of audio materials and answer comprehension questions.
Module 3: Au collège School subjects and justified opinions, Teachers and opinions, Numbers 1-60, Telling the time Timetable, Clothes and school uniform, Typical French school day, Ideal school, School routines, Present tense '-er' verbs	Reading and writing assessment – mid-topic Students to read a variety of texts, do comprehension activities and translations into both English and French.
Module 4: La nourriture et les fêtes Breakfast food and drink, Lunch and dinner food and drink, French traditions, Food preferences, Celebrations for La Fête Nationale	Assessed via class learning and home learning

Subject Specific information

Students have 3 lessons of French fortnightly and will receive two pieces of Home Learning – usually one learning vocabulary and one written task. In addition to the assessments outlined above, students will also have a marked piece of writing once per term. Students will be issued with a Student Guide which contains all the essential vocabulary needed throughout the year. Students are expected to use their learning journey as a checklist for what they have learnt and they should record the marks from vocabulary tests at the back of their Student Guides.

Reading Suggestions

- Mary Glasgow Magazine: 'Allons-y!'
- 'KS3 French Revision Guide', by Collins



1. Research French speaking countries of the world and create a project with interesting facts and figures.
2. Euroclubschools: Click door> français>facts about France> complete research
3. Design and label a zoo with some zoo keepers describing their personality and physical appearance.

Modern Languages: German

At the beginning of Year 7, students will have a general introduction to German and will be able to recognise single words. As the year progresses, this will build up to creating short sentences about themselves and others and then producing small paragraphs. They will be taught to express their opinions and form the present tense. In addition to the language element, students will also become more culturally aware, learning about German festivals and traditions at different times of the year.



The lessons will be delivered as much as possible in the Target Language and there is an expectation that students speak German in the classroom whenever they can.

Curriculum and Assessment Schedule

Topic	Assessment
Unit 1: Hallo! The German-speaking world, Greetings, Personal details, German alphabet and sounds, Countries and languages, Numbers 1-31, Items in your school bag, Colours, Months, dates and birthdays, Classroom language	Speaking assessment Students to answer 5 questions about themselves. These should be prepared in advance.
Unit 2: Die Schule School subjects and timetable, Days of the week, Opinions with justifications, Numbers 1-60, Telling the time with the 24-hour clock, Food and drink at school, Clothes and school uniform	Listening assessment Students to listen to a variety of audio materials and answer comprehension questions.
Unit 3: Meine Familie Siblings, Family members, Pets, Giving personal details about others, Physical descriptions, Descriptions of personality	Reading and writing assessment – mid-topic Students to read a variety of texts, do comprehension activities and translations into both English and German.
Unit 4: Freizeit Sports, Musical instruments, Likes, dislikes and preferences, Hobbies, Video and computer games, Time frequency phrases, Present tense verb endings, Using the present tense for future intent	Assessed via class learning and home learning

Subject Specific information

Students have 3 lessons of German fortnightly and will receive two pieces of Home Learning – usually one learning vocabulary and one written task. In addition to the assessments outlined above, students will also have a marked piece of writing once per term. Students will be issued with a Student Guide which contains all the essential vocabulary needed throughout the year. Students are expected to use their learning journey as a checklist for what they have learnt and they should record the marks from vocabulary tests at the back of their Student Guides.

Reading Suggestions

- Mary Glasgow Magazine: 'Das Rad'
- 'KS3 German Revision Guide', by Collins



Research our German partner school, the Hölderlin Gymnasium, Lauffen-am-Neckar, and find out the differences between their and our school.

1. Design ideal school uniform and write about it in German.
2. Produce a film in German about your school for our German partner school.

Modern Languages: Spanish

At the beginning of Year 7, students will have a general introduction to Spanish and will be able to recognise single words. As the year progresses, this will build up to creating short sentences about themselves and others and then producing small paragraphs. They will be taught to express their opinions and form the present tense. In addition to the language element, students will also become more culturally aware, learning about Spanish festivals and traditions at different times of the year. The lessons will be delivered as much as possible in the Target Language and there is an expectation that students speak Spanish in the classroom whenever they can.



Curriculum and Assessment Schedule

Topic	Assessment
Unit 1: ¡Vamos! Spanish-speaking countries, Greetings, Personal details, Spanish alphabet, Numbers 1-31, Months, dates and birthdays, Items in your school bag, Colours, Basic opinions, Classroom language	Speaking assessment Students to answer 5 questions about themselves. These should be prepared in advance.
Unit 2: Mi familia Siblings, Numbers 32-100, Family members, Pets, Spanish Christmas, Colours, Physical descriptions, personality descriptions	Listening assessment Students to listen to a variety of audio materials and answer comprehension questions.
Unit 3: En casa Countries, Where you live Rooms in the house, Present tense verbs, Easter in Spain, Bedroom furniture, Prepositions, Activities in your house	Reading and writing assessment – mid-topic Students to read a variety of texts, do comprehension activities and translations into both English and Spanish.
Unit 4: En el instituto School subjects and timetable, Days of the week, Activities in lessons, Description of teachers Opinions and justifications, Snacks at break time	Assessed via class learning and home learning

Subject Specific information

Students have 3 lessons of Spanish fortnightly and will receive two pieces of Home Learning – usually one learning vocabulary and one written task. In addition to the assessments outlined above, students will also have a marked piece of writing once per term. Students will be issued with a Student Guide which contains all the essential vocabulary needed throughout the year. Students are expected to use their learning journey as a checklist for what they have learnt and they should record the marks from vocabulary tests at the back of their Student Guides.

Reading Suggestions

- Mary Glasgow Magazine: '¿Qué Tal?'
- 'KS3 Spanish Revision Guide', Collins



1. Research Spanish speaking countries of the world and create a project with interesting facts and figures.

2. www.Euroclubschools.co.uk

Click door español > facts about Spain > complete research

3. Create an estate agent brochure with a variety of houses described in Spanish.

Music

Students learn to think and speak as musicians from the very beginning of their musical studies in year 7. They will gain knowledge of music theory, musical vocabulary and instrumental techniques in order to develop as expressive performers, creative composers and discerning listeners.



Curriculum and Assessment Schedule

Topic	Assessment
Topic 1: Rhythm	Base Line Assessment Body percussion performance.
Topic 2: Melody	Melodic composition End of notation topic theory / listening test
Topic 3: Keyboard Skills	Keyboard 'sight reading' performance.
Topic 4: Instruments of the Orchestra	Keyboard Orchestra Ensemble Performance End of topic theory / listening test
Topic 5: Computer Game Theme and Variations	Computer Game Composition End of topic theory / listening test

Subject Specific information

Students will have two music lessons per fortnight in specialist music classrooms.

Reading Suggestions

- 'Amina's Voice', by Hena Khan
- 'Learn to Speak Music', by John Crossingham
- 'Legends, Icons & Rebels: Music that Changed the World', by Robbie Robertson



- Instrument/ Voice/Music Tech Tuition.
Booked via www.warwickshiremusicclub.org
- Extra-Curricular clubs
- MusicTheory.net free online lessons and exercises
- Research into styles / genres studied
- Use of MuseScore, NoteFlight, BandLab or similar for composing music
- Attend Live Music Events

P.E.

During Physical Education lessons students undertake a range of activities and sports. As students progress they will learn to connect the correct movement patterns to enhanced motor skills to improve their performance and understanding of how to achieve. The activities selected are designed for dual purpose. Firstly to allow every student the chance to participate in a range of activities and secondly to assist in each individual's long term athletic development.



Curriculum and Assessment

Activities include: Rugby, Netball, Volleyball, Swimming, Health Related Fitness, Table Tennis, Football, Badminton, Hockey, Athletics, Cricket, Dodgeball and Handball.

At the start of the year students are assessed in a baseline assessment using criteria that aligns with the 1-4 grade scale used at KS3.

Students are then assessed at the end of each activity block against the department's assessment criteria for practical performance. This allows the department to gain an understanding of performance levels and support students to develop their strengths and interests in sports/activities they excel in.

Subject Specific information

Whilst acquiring and developing core skills, students are encouraged to develop their knowledge and understanding of individual and team games by learning how to devise, plan and implement tactics, act as a coach/manager and be able to umpire or referee.

Reading Suggestions

- 'Women in Sport', by Rachel Ignotofsky
- 'Clever Clogs' Series
- 'Lucky Break', by Rob Stevens
- 'The Boxer', by Nikesh Shukla
- 'The Fix', by Sophie McKenzie
- 'Girl out of Water', by Nat Luurtsema



Come along to any one of our lunchtime or after school extra-curricular clubs. There are a huge variety of sports on offer for students of all abilities. See one of the P.E team for more details.

Philosophy and Ethics

Year 7 Philosophy and Ethics takes students on a philosophical journey through their first year at Southam College. Students begin their journey on The Island and begin to question key ideas of codes of law, celebrations and pilgrimages. Students then move through their philosophical journey by beginning to dig deeper into a philosophical realm by questioning, 'what difference does it make to believe?' The impact of this is students are able to develop philosophical reasoning alongside enhancing their knowledge about a range of religions.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	The Island	Students will complete their Island Diaries at the end of each lesson or for HL. This is non-examined. Students will complete an end of topic assessment on The Island, 'Communities are important to our world.' Discuss.
Autumn 2	What difference does it make to believe in...?	Students will complete a HL project on this module: Investigate the work of a key philosopher from the list below: <ul style="list-style-type: none"> - Plato - Aristotle - Charles Darwin - Jesus - David Hume Timed assessment: 'Philosophy is the most important subject there is to study.' Discuss.
Spring 1	What difference does it make to believe in...?	
Spring 2	Does religion help people to be good?	"You don't need religious rules to be a good person.' Discuss.
Summer 1	Does religion help people to be good?	
Summer 2	Exam preparation	End of Year Exam

Reading Suggestions

- 'Theology and Philosophy for Common Entrance', Hodder Education
- 'Key Stage 3 Philosophy and Ethics Knowing Religion: Student Book '



Create a job advert for the Supreme Ruler of the Universe, identify what type of person they need to be and what qualifications or skills they need to have.

Science: Biology

The Biology curriculum in Year 7 is designed to give students an overview of the basic biology content in preparation for their further studies. Throughout the course, scientific vocabulary is embedded, and a wide variety of real-life contexts used so that the content we are learning about can be related to how biological knowledge is important in everyday life.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Cells	End of topic test
Autumn 2	Organisation	End of topic test
Spring 1	Skeletal system	End of topic test
Spring 2	Respiratory system	End of topic test
Summer 1	Reproduction in humans	End of topic test
Summer 2	Reproduction in plants	End of year exam

Subject Specific information:

Key vocabulary is introduced in addition to skills such as planning and implementing practical investigations, recording and interpreting data and analysing and evaluating experimental evidence. Important concepts such as cell theory are introduced, and students begin to learn more detail about familiar organ systems such as the skeletal, respiratory and reproductive systems. Students are encouraged to learn the content in small chunks and then apply their knowledge to exam-style questions in the end of topic tests, in order to become familiar with exam questions and become confident in learning and revising content.

Reading Suggestions

- 'Biology KS3 Revision and workbook', by CGP
- BBC Science Focus magazine
- 'What's Biology All About?', by Hazel Maskell
- 'The Human Body – Investigating an unexplained death', by Andrew Solway



A balanced diet means you eat the right amount of protein, carbohydrates, fats, vitamins, minerals and fibre in your diet. Keep a food diary for a week, and find out how much of each nutrient you have been eating. You could record your results using an app such as MyFitnessPal. Alternatively, find out which member of your family is the fittest! Measure and record your resting pulse rate, then complete a moderate exercise such as star jumps for 3 minutes. Take your pulse rate straight afterwards, and every minute until it has returned to normal (your resting pulse rate). The fittest member of your family will return to their resting pulse rate the quickest.

Science: Chemistry

The Chemistry curriculum in Year 7 covers the fundamental ideas behind chemicals and their reactions. Students will carry out practical work to develop their investigative skills along with gaining the necessary knowledge in preparation for their further studies.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Introduction to Chemistry – safety etc. Particles and States of Matter	End of topic test
Autumn 2	Changes of state	End of topic test
Spring 1	Elements, Atoms and Compounds	End of topic test
Spring 2	Chemical reactions	End of topic test
Summer 1	Chemical reactions (continued)	End of topic test
Summer 2	Acids and Alkalis	End of year exam

Subject Specific information:

Students are encouraged to learn the subject specific vocabulary throughout the year and to develop revision strategies that they can revisit in preparation for the end of year assessments.

Reading Suggestions

- 'Why is milk white & 200 other curious chemistry questions', by Alexa Coehlo
- 'It's Elementary – Putting the Crackle into Chemistry', by Robert Winstone
- 'Chemical Chaos', Horrible Science series
- BBC Science Focus magazine

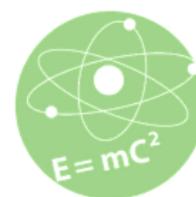


Plan an investigation to extract and measure the amount of iron in breakfast cereals.

Make an indicator using red cabbage and use it to test the pH of substances in the kitchen.

Science: Physics

The Physics curriculum in Year 7 covers the fundamental ideas behind the basics of everyday physics. Students will carry out practical work to develop their investigative skills along with gaining the necessary knowledge in preparation for their further studies. Students are encouraged to question what they learn and to look at what is around them and to think of how it could be explained by what they are learning in their Physics lessons.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Forces	Mid and End of topic test
Autumn 2	Sound	Mid and End of topic test
Spring 1	Light	Mid and End of topic test
Spring 2	Light ctd and Space	Mid and End of topic test
Summer 1	Space ctd and Revision	Mid and End of topic test
Summer 2	Revision to include Chemistry	End of year exam

Subject Specific information:

Studying Physics enables students to develop their critical thinking and problem-solving skills, and in a changing world it enables students to see how they could play a key role in the future progress of society: who will be the next Einstein? In all three of the sciences, students are encouraged to learn the subject specific vocabulary throughout the year and to develop revision strategies that they can revisit in preparation for the end of year assessments.

Reading Suggestions

- 'Batman Science – The real science behind Batman's gear'
- 'Extreme Laboratories'
- 'Girls Think of Everything – Ingenious inventions by women'
- 'A short History of Nearly Everything', by Bill Bryson (for advanced readers)
- BBC Science Focus magazine



Trick your friends with a mixture of corn flour and water – sometimes it is a liquid and sometimes a solid! Go on to explain what is happening by finding out what a 'non-Newtonian fluid' is.

Question everything! If you wonder how something works...find out! Then, come and tell your teacher for a Courtesy Ticket (10 HAPs). If it is really amazing a Praise Postcard (50HAPs) will be yours.

Technology

In Technology students will rotate through 4 modules during the year experiencing a range of different skills in different material areas. All modules involve the completion of theory and practical elements in each area. At the end of each module, students are tested on what they have learnt in an end of module test.



Curriculum and Assessment Schedule

Term	Topic	Assessment
Module 1	<p>Cooking and Nutrition</p> <p>Students will have theory lessons based around developing an understanding of the principles of nutrition and health. They will also develop an understanding of the source, seasonality and characteristics of a broad range of ingredients. The students will then be expected to apply this knowledge and understanding.</p> <p>Students will become competent in a range of cooking techniques by cooking a repertoire of predominantly savoury dishes. This will allow them to develop the skills to feed themselves and others a healthy and varied diet. There will be an opportunity to showcase their skills in our Southam Bake Off.</p>	<p>Home learning: Breads from around the world Diet related illnesses</p> <p>Students will receive three marked pieces of work; one for a piece of theory work and a second for a practical piece. There will be a final assessment at the end of the module.</p> <p>Students will be tested on what they have learnt in the module which will be assessed as a percentage.</p>
Module 2	<p>Product Design – Nightlight Project</p> <p>Electronics - Students will explore the principals of a flashing light circuit. Students will learn about the names and functions of a selection on components.</p> <p>Resistant Materials – Students will learn about the different classifications of timbers, they will also learn about a small range of joining methods. Students will be introduced to CAD where they will create a 2D drawing to laser cut the background of their mood light.</p>	<p>Home learning: Students will be assessed across 2 home learning tasks.</p> <p>Students will receive assessments in the designing element of the module and a final assessment at the end of the module.</p> <p>Students will be tested on what they have learnt in the module which will be assessed as a percentage.</p>

<p>Module 3</p>	<p>Textiles – Pencil Case</p> <p>Students will have practical lessons to create their own pencil case. Initially students will be introduced to a range of equipment and sewing machines. Students will be taught how to set up a sewing machine including threading. The main aim for this project is for students to develop their confidence using the sewing machines and be able to use a sewing machine with accuracy.</p> <p>Students will be use theory lessons to understand the basics of Textiles. Students will develop an understanding of where our clothes come from and how to care for garments. Students will learn the source of fibres as well as how those fibres are turned into fabric (fabric construction). Throughout lessons students will deepen their understanding of how we impact the world around us through the products we use (sustainability) and analyse existing products.</p>	<p>Home learning: Sewing machine questions and care labels work sheet.</p> <p>Students will complete assessments in their practical work and a final assessment at the end of the module.</p> <p>Students will be tested on what they have learnt in the module which will be assessed as a percentage.</p>
<p>Module 4</p>	<p>Visual Communication – Greetings Card</p> <p>Students will enhance their knowledge of digital design work and combine it with Graphic techniques to produce a selection of Greeting cards. Throughout the project students will use art movements as inspiration and focus on colour theory, rendering and drawing projection which lends itself well to the final Graphic product. Throughout the project students will become familiar with digital design software and understand correct use of Graphic specific tools, this will assist in achieving various design outcomes that will exhibit their skills and creativity.</p>	<p>Home learning will be set and assessed every 3 weeks.</p> <p>Students will have an ongoing assessment in the form of marking in their work books and a final assessment of their final product.</p> <p>The final assessment will be an end of unit test.</p>

Subject Specific information:

Students are required to be prepared for lessons by always bringing the correct equipment for example: Pen, pencil, coloured pencils.

When cooking, students should be organised with their ingredients and bring them and a container to the correct lessons. Students should collect their food products at the end of the day – please be aware that food cannot be kept for more than 24hours.



www.technologystudent.com is a very good source to support the learning of students in the Product Design module.

Good websites for developing deeper understanding of food curriculum

<https://www.foodfactoflife.org.uk/> and <https://www.nutrition.org.uk/>

Employability Skills and Personal Attributes

Employability skills are skills that allows us to perform jobs well. Year 7 students will develop these skills through their learning experiences both inside and outside of the classroom.



Communication	Able to express your ideas clearly and confidently.
Team work	The ability to work well with others and to work confidently within a group.
Analysing & investigating / Problem solving	Examining things in detail so you can explain results and patterns to establish facts and principles.
Initiative and enterprise	Working out answers to problems on your own and identifying new tasks
Drive	Determination to get things done. Make things happen and constantly looking for better ways of doing things.
Planning and organising	Making arrangements for the future and making sure you have all the things necessary to carry out your plan
Flexibility	Being able to make changes to when, where, how you work and easily switch between tasks
Time Management	Using the time you have at work effectively and productively to meet deadlines.
Learning	Quickly picking up new skills and knowledge
Self-management	Taking responsibility for and organising your own work and the way you do it
Perseverance	Continuing to work hard towards a goal despite difficulties and problems and staying motivated
Technology	Being good with computers/phones etc. and showing the ability to learn how to use new things quickly

Personal attributes are qualities that help to build up students' character and personality. A vast range of experiences will develop and strengthen students' attributes and encourage them to do their best.

Ability to deal with pressure	Not getting too stressed when you have a lot of work or particularly difficult work
Adaptability	Being able to change the way you work/ behave to work in certain situations/ with certain people/ when conditions change for the better or worse
Balanced attitude to work and home life	Knowing how to relax properly as well as working hard
Commitment	Sticking to a course of action to achieve a particular goal regardless of any difficulties or problems
Enthusiasm	Showing yourself to be cheerful and upbeat and keen to work
Honesty and integrity	Being honest and sticking to your beliefs, principles and values
Loyalty	Committing to work and supporting colleagues
Motivation	Keeping yourself interested in work, reminding yourself of the reasons for your work and your purpose
Personal presentation	How you appear to others in terms of your actual appearance and behaviour to how you present yourself through your work
Positive self-esteem	Having confidence in yourself, your personality and characteristics and skills and not putting yourself down unnecessarily
Reliability	Maintaining your standards so that you will be expected to produce high quality work on a regular basis
Sense of humour	Staying positive and seeing the funny side of things which can really help you and others in difficult situations

Be the best you can be!