

# Sydenham School

Curriculum Information for Parents

Summer Term 2023

Year 7



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## Assessment Calendar

Year 7 Baseline Tests (CATS)	TBC, during first fortnight of September
Year 7 Assessment Week	5 <sup>th</sup> – 9 <sup>th</sup> December
Year 7 Parents' Evening	8 <sup>th</sup> February
Year 7 Assessment Week	22 <sup>nd</sup> – 26 May

## Year 7 English Curriculum Guide

<p><b>Staffing:</b> Hannah Bornstein, Curriculum Leader English and Media Faculty</p> <p><b>Email:</b> <a href="mailto:h.bornstein@sydenham.lewisham.sch.uk">h.bornstein@sydenham.lewisham.sch.uk</a></p>		
<p><b>Assessment Overview:</b></p> <p><b>Autumn Term 1:</b> Poetry analysis and NGRT</p> <p><b>Autumn Term 2:</b> Descriptive or narrative writing</p> <p><b>Spring Term 1:</b> Analysing a key theme or character in response to an extract from the novel</p> <p><b>Spring Term 2:</b> Descriptive or narrative piece in response to an aspect of the novel</p> <p><b>Summer Term 1:</b> Performance of a monologue or duologue</p> <p><b>Summer Term 2:</b> Writing to argue response</p>		
<p><b>Subject Curriculum Intent:</b></p> <p>At KS3, students read and study a range of engaging and significant texts. The curriculum is challenging and engaging, designed to promote a love of reading and writing, and to build upon the knowledge and skills the students have developed at primary school.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1:</b></p> <p>Introduction to Poetry</p>	<p><b>Spring Term 1:</b></p> <p><i>The Secret Garden</i></p>	<p><b>Summer Term 1:</b></p> <p>Introduction to Shakespeare</p>
<p><b>Autumn Term 2:</b></p> <p>Myths and Legends</p>	<p><b>Spring Term 2:</b></p> <p><i>The Secret Garden</i></p>	<p><b>Summer Term 2:</b></p> <p>Fairy Tales and Feminism</p>
<p><b>How will your child be assessed in the Summer Term?</b></p> <p>Knowledge checks</p> <p>Retrieval quizzes</p> <p>Formal assessment</p>		
<p><b>Summer Term Assessment Revision Topics (students will be given detailed checklists):</b></p> <p>Intro to Shakespeare – Performing a monologue or duologue:</p> <ul style="list-style-type: none"> <li>Expressing ideas and feelings verbally</li> <li>Using a range of dramatic and spoken language techniques</li> <li>Listening to questions/feedback and responding</li> </ul> <p>Fairy Tales &amp; Feminism – Writing to argue:</p> <ul style="list-style-type: none"> <li>Demarcating sentences accurately</li> <li>Using a wide range of punctuation with a high level of accuracy</li> <li>Using the full range of sentence forms for effect</li> </ul>		

Connecting ideas clearly and fluently

Using paragraphs accurately

Using structural features such as cyclical structure,  
motif, extended metaphor

Using a wide range of sophisticated vocabulary for  
effect

Using rhetorical and descriptive devices for effect

**What can you do to support your child in English?**

Encourage your child to read for pleasure every day  
 Discuss with your child the texts they are studying and the writers' wider ideas  
 Encourage your child to make revision cards for the texts they are studying, focusing on plot, characters, key events, context, methods and messages

**Wider reading and useful websites or activities to support learning:****Summer 1 – Intro to Shakespeare**

- [Shakespeare - KS3 English - BBC Bitesize](#)

**Summer 2 – Writing to argue**

- [Writing skills - persuade, argue and advise - BBC Bitesize](#)

## Year 7 Maths Curriculum Guide

**Staffing:****Subject/Faculty Leader: Mark Freakes****Email: [m.freakes@sydenham.lewisham.sch.uk](mailto:m.freakes@sydenham.lewisham.sch.uk)**

**Subject Curriculum Intent:** To inspire pupils to think of themselves as Mathematicians. To build on learning from Key Stage 2 and lay a foundation for Key Stage 4. To drive learners to think independently and with a sense of curiosity. To develop mathematical fluency and confidence so they can analyse, make judgements and justify their reasoning.

**Curriculum Content Overview:**

Autumn Term 1: Algebraic Thinking	Spring Term 1: Applications of Number	Summer Term 1: Lines and Angles
Autumn Term 2: Place Value and Proportion	Spring Term 2: Direct Number, Fractional Thinking	Summer Term 2: Reasoning with Number

**How will your child be assessed in the Summer Term?**

Formal end of year assessment end of May 2023

**Summer Term Assessment Revision Topics:**

'Knowledge Organisers' for each unit of study detail the precise content

**What can you do to support your child in Maths?**

Make sure your child is completing their Homework

They should be aiming for 100% on their Sparx tasks

If they need extra help they can come to Maths Clinic, Wednesday lunchtimes in SL03

**Wider reading and useful web-sites or activities to support learning:**

[Sparx Maths](#)

[Videos and Worksheets – Corbettmaths](#)



## Year 7 Science Curriculum Guide

<p><b>Staffing:</b>  <b>7S Ms B. Jinadu and Miss. S. Furlong</b>  <b>7Y Ms K. Abbs, Ms J. Brennan and Ms. S. Furlong</b>  <b>7D Miss. C Pang</b>  <b>7E Ms S. Pavely and Ms A. Bakare</b>  <b>7N Ms K. Abbs and Ms J. Brennan</b>  <b>7H Ms J. Brennan and Mr C. Andrews</b>  <b>7A Ms J. Brennan and Ms. J. Jinadu</b>  <b>7M Ms. S. Furlong, Ms. J. Jinadu and Ms M. Rafaa</b>  <b>Subject/Faculty Leader: Amy Vickers</b>  <b>Email: a.vickers@sydenham.lewisham.sch.uk</b></p>		
<p><b>Subject Curriculum Intent</b>  The importance of Science to our students and how it impacts the world around us is emphasised from the beginning of Key Stage 3, and students can understand the purpose and significance of learning about the subject. Our Science curriculum enables students to use their knowledge and skills to develop a deeper understanding of the mechanisms that explain the world around us. All three disciplines are interlinked and taught to enable students to develop their knowledge of Biology, Chemistry and Physics. In line with the school intent, students develop a sense of their responsibilities and possible actions they should carry out as they learn of the important issues that we face as a society.  Students can link their learning from across the curriculum and feel empowered to learn new, unfamiliar material, solve problems and hypothesise. The science curriculum offers students the chance to become High Performance Learners by building their confidence in vocabulary and numeracy skills which they can independently apply to explain observations and interpret data from contextual situations.  The curriculum is well planned, and lessons are sequenced to build on prior learning. Lessons are taught with enthusiasm by teachers who delve into a deeper understanding of the material to meet the national curriculum and beyond. Teachers have high standards and expect to be ready to learn and work with perseverance. They use practical work, modelling, collaborative learning opportunities alongside a strong focus on deliberate practise and retrieval practise when planning and delivering the material. Students are encouraged to ask questions and postulate ideas and explanations of theory while developing their investigative and problem-solving skills.</p>		
<p><b>The work completed in year 7 and 8 builds the foundations for completing their GCSE's in Science.</b></p>		
<p><b>Curriculum Content Overview:</b>  We use the Exploring Science course provided by Edexcel.  Students will have access to online resources provided by ActiveLearn.</p>		
<p>Autumn Term: Students will be taught the following units on rotation;  Cells  Forces  Mixtures and separation  Reproduction  Electricity  Acids and Alkalis</p>	<p>Spring Term: Students will be taught the following units on rotation;  Reproduction  Electricity  Acids and Alkalis  Muscles and bone  Energy  The particle model</p>	<p>Summer Term: Students will be taught the following units on rotation;  Muscles and bone  Energy  The particle model  Atoms and Elements  Ecosystems  Sound</p>



**How will your child be assessed in the Summer Term?**

Formal end of year assessment end of May 2023

**Summer Term Assessment Revision Topics:**

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Cells</b>	<b>Mixtures and separation</b>	<b>Forces</b>
<b>Reproduction</b>	<b>Acids and alkalis</b>	<b>Electricity</b>
<b>Muscles and bone</b>	<b>The particle model</b>	<b>Energy</b>

**What can you do to support your child in Science?**

Encourage your child to review their understanding using the checklists and mini quizzes found in the Y7 teams folder.

Make sure your child is completing their Homework.

Encourage your child to complete the revision activities on Active Learn and use BBC bitesize to revise.

**Wider reading and useful web-sites or activities to support learning:**

BBC Bitesize KS3 Science - [KS3 Science - BBC Bitesize](#)

ActiveLearn - [ActiveLearn \(pearsonactivelearn.com\)](https://www.pearsonactivelearn.com)

SAM learing - [Homepage - SAM Learning](#)

## Year 7 French Curriculum

<p><b>Staffing: Gina Ossa, Yolanda Arteaga</b>  <b>Subject/Faculty Leader: Sarah Waddingham</b>  <b>Email: s.waddingham@sydenham.lewisham.sch.uk</b></p>		
<p><b>Subject Curriculum Intent:</b>          In French, we aim to introduce students to phonics, vocabulary and grammar. With grammar, we want to teach how to truly manipulate and correctly use verbs. In vocabulary, we teach the most frequently used words in the language. Phonics aims to allow students to link the writing system with the sounds it represents. With these three pillars, our curriculum aims to ensure a robust foundation of knowledge and prepare students for their GCSE. At the same time, we aim to give students tools to be independent language learners able to set their own targets and develop their fluency by themselves.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<ul style="list-style-type: none"> <li>● <b>Autumn Term 1:</b></li> <li>● Describing places and location</li> <li>● Saying what someone is like at the moment</li> <li>● Saying what someone is like in general</li> <li>● Saying what people have</li> <li>● Saying what people do</li> <li>● <b>Autumn Term 2:</b></li> <li>● Saying what people do and don't do</li> <li>● Numbers ( 1 to 12) and talking about more than one thing</li> <li>● Saying what there is around you and describing it</li> <li>● Talking about the location of things</li> <li>● Describing a place</li> <li>● Giving and wanting (festive season and family)</li> </ul>	<p><b>Spring Term 1:</b></p> <ul style="list-style-type: none"> <li>● Describing family</li> <li>● Describing some natural wonders of the Spanish-speaking world</li> <li>● Asking and answering questions</li> <li>● Talking about what you do with others (rural life)</li> </ul> <p><b>Spring Term 2:</b></p> <ul style="list-style-type: none"> <li>● Talking about what people <b>can</b> do</li> <li>● Contrasting what people <b>must, can</b> and <b>want</b> to do</li> <li>● Places and locations</li> <li>● Saying what people are like today vs in general</li> </ul>	<p><b>Summer Term 1:</b></p> <ul style="list-style-type: none"> <li>● Describing activities (travel)</li> <li>● Describing what people do (technology)</li> </ul> <p><b>Summer Term 2:</b></p> <ul style="list-style-type: none"> <li>● Describing people and possessions</li> <li>● Describing when and where people go</li> <li>● Describing future plans</li> <li>●</li> </ul>
<p><b>How will your child be assessed in the Spring Term?</b>          Students will be assessed by a Spelling Bee style vocabulary test. Their teacher will spell a word using the French alphabet, students will write them and their meaning in English. In this way Students are assessed on listening, writing and understanding. The assessment will include listening and reading using the vocabulary learnt so far. Children will have several opportunities to practice this type of test in lessons.</p>		
<p><b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b>          Students have been given a complete list of vocabulary that will be included in their next assessment. The assessment will be Vocabulary bases, students will be given reading and listening based on that vocabulary.</p>		
<p><b>What can you do to support your child in French?</b></p> <ul style="list-style-type: none"> <li>● Check that your child commits fully to their weekly French homework.</li> <li>● Learning and revising vocabulary will be the only homework your child will receive from French this year.</li> <li>● The vocabulary list can be found on the Language Guide given to your child at the beginning of the year.</li> <li>● Encourage your child to join their teacher class on Quizlet and make sure your child spends at least 5 minutes daily revising and learning vocabulary.</li> </ul>		

- Learn some French, you can either use our class on Quizlet or Duolingo.

Keep in contact with your child teacher and encourage your child to contact their teacher for support when need it.

**Wider reading and useful web-sites or activities to support learning:**

<https://quizlet.com>

Your child will receive a language guide booklet, on it you will find also the weekly set of words to be learn, and all the information of what will be taught in lessons.



## Year 7 German Curriculum

<p><b>Staffing: Andrea Bauer, Danielle Walker,</b>  <b>Subject/Faculty Leader: Danielle Walker</b>  <b>Email: d.walker@sydenham.lewisham.sch.uk</b></p>		
<p><b>Subject Curriculum Intent</b>          In German we aim to give students a good understanding of the language, using phonics, giving students the opportunity to manipulate language and help them to grasp the culture of German speaking countries. We test vocabulary regularly and this will prepare students for independent learning at GCSE</p>		
<p><b>Curriculum Content Overview:</b> In German we introduce students to the language and culture of German speaking countries. By the end of year 7, students will have a solid foundation for general conversation, translation and writing. We cover many topics that prepare the students for vocabulary at GCSE.</p>		
<p><b>Autumn Term 1:</b></p> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Counting to 19</li> <li>• The alphabet</li> <li>• Describing your characteristics</li> <li>• Talking about where you live</li> <li>• Talking about your belongings</li> </ul>	<p><b>Spring Term 1:</b></p> <ul style="list-style-type: none"> <li>• Talking about hobbies and free time</li> <li>• Sport – opinions about sport</li> <li>• Talking about how often you do activities, common frequency phrases.</li> <li>• Talking about technology</li> </ul>	<p><b>Summer Term 1:</b></p> <ul style="list-style-type: none"> <li>• Saying what there is/isn't in a town</li> <li>• Saying what souvenirs you would like to buy at a gift shop</li> <li>• Snacks and drinks</li> <li>• Revision and assessment</li> </ul>
<p><b>Autumn Term 2:</b></p> <ul style="list-style-type: none"> <li>• Talking about your family and pets</li> <li>• Talking about 'superpets' using the modal verb 'koennen - to be able to'</li> <li>• Colours and adjectives</li> <li>• Talking about yours and other people's birthdays</li> </ul>	<p><b>Spring Term 2:</b></p> <ul style="list-style-type: none"> <li>• Talking about school subjects, timetable</li> <li>• Describing your teachers and school</li> <li>• Giving opinions and reasons on school topics</li> <li>• Talking about your classroom and facilities in the school</li> <li>• Describing your favourite day of the week</li> </ul>	<p><b>Summer Term 2:</b></p> <ul style="list-style-type: none"> <li>• Talking about holiday plans</li> <li>• Recognising and producing the future tense</li> <li>• Researching German speaking places and creating a holiday brochure</li> <li>• Using familiar language in a new context</li> </ul>
<p><b>How will your child be assessed in the Summer Term?</b>          They will also complete a formal assessment in writing and translation. Homework progress will be checked weekly</p>		
<p><b>Summer Term Assessment Revision Topics (students will be given detailed checklists):</b>          All topic vocabulary is available to access on the online resource <a href="http://quizlet.com">http://quizlet.com</a></p>		
<p><b>What can you do to support your child in German?</b>          We encourage our students to sign up to quizlet within the first two weeks of joining year 7. Parents can help students to do this. Parents can also help by practising vocabulary with students at home. All students will be issued with a vocabulary booklet and it is integral that this is brought to every lesson. Parents can support by checking all equipment is brought to school.</p>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b>  <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></p>		

## Year 7 Spanish Curriculum

**Staffing: Yolanda Arteaga, Nora Landaluce and Gina Ossa**

**Subject/Faculty Leader: Gina Ossa**

**Email: [g.ossa@sydenham.lewisham.sch.uk](mailto:g.ossa@sydenham.lewisham.sch.uk)**

### **Subject Curriculum Intent:**

In Spanish, we aim to introduce students to phonics, vocabulary and grammar. With grammar, we want to teach how to truly manipulate and correctly use verbs. In vocabulary, we teach the most frequently used words in the language and by the board of examinations. Phonics aims to allow students to link the writing system with the sounds it represents. With these three pillars, our curriculum aims to impact language development by ensuring a robust foundation of knowledge and prepare them for their GCSE. At the same time, we aim to give students tools to be independent language learners able to set their own targets and develop their Spanish fluency by themselves.

### **Curriculum Content Overview:**

<ul style="list-style-type: none"><li>● <b>Autumn Term 1:</b></li><li>● Describing places and location</li><li>● Saying what someone is like at the moment</li><li>● Saying what someone is like in general</li><li>● Saying what people have</li><li>● Saying what people do</li><li>● <b>Autumn Term 2:</b></li><li>● Saying what people do and don't do</li><li>● Numbers ( 1 to 12) and talking about more than one thing</li><li>● Saying what there is around you and describing it</li><li>● Talking about the location of things</li><li>● Describing a place</li><li>● Giving and wanting (festive season and family)</li><li>●</li></ul>	<p>Spring Term 1:</p> <ul style="list-style-type: none"><li>● Describing family</li><li>● Describing some natural wonders of the Spanish-speaking world</li><li>● Asking and answering questions</li><li>● Talking about what you do with others (rural life)</li></ul> <p>Spring Term 2:</p> <ul style="list-style-type: none"><li>● Talking about what people <b>can</b> do</li><li>● Contrasting what people <b>must, can</b> and <b>want</b> to do</li><li>● Places and locations</li><li>● Saying what people are like today vs in general</li></ul>	<p>Summer Term 1:</p> <ul style="list-style-type: none"><li>● Describing activities (travel)</li><li>● Describing what people do</li></ul> <p>Describing what people do (technology)</p> <p>Summer Term 2:</p> <ul style="list-style-type: none"><li>● Describing people and possessions</li><li>● Describing when and where people go</li></ul> <p>Describing future plans</p>
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### **How will your child be assessed in the Spring Term?**

Students will be assessed by a Spelling Bee style vocabulary test. Their teacher will spell a word using the Spanish alphabet, students will write them and their meaning in English in front. In this way Students are assessed on listening, writing and understanding. The assessment will include listening and reading using the vocabulary learnt so far. Children will have several opportunities to practice this type of test in lessons.

### **Spring Term Assessment Revision Topics (students will be given detailed checklists):**

Students have been given a complete list of vocabulary that will be included in their next assessment. The assessment will be Vocabulary bases, students will be given reading and listening based on that vocabulary.

### **What can you do to support your child in Spanish?**

- Check that your child commits fully to their weekly Spanish homework.
- Learning and revising vocabulary will be the only homework your child will receive from Spanish this year.

- The vocabulary list can be found on the Language Guide given to your child at the beginning of the year.
- Encourage your child to join their teacher class on Quizlet and make sure your child spends at least 5 minutes daily revising and learning vocabulary.
- Learn some Spanish, you can either use our class on Quizlet or Duolingo.
- Keep in contact with your child teacher and encourage your child to contact their teacher for support when need it.

**Wider reading and useful web-sites or activities to support learning:**

<https://quizlet.com>

Your child will receive a language guide booklet, on it you will find also the weekly set of words to be learn, and all the information of what will be taught in lessons.

BBC Spanish KS3 <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

## Year 7 Latin Curriculum

<b>Staffing:</b> N. Landaluce, Y. Arteaga, A. Bauer <b>Subject/Faculty Leader:</b> A. Bauer <b>Email:</b> <a href="mailto:a.bauer@sydenham.lewisham.sch.uk">a.bauer@sydenham.lewisham.sch.uk</a>		
<b>Subject Curriculum Intent</b> We aim to teach students about the daily life in a Roman city and the basics of the Latin language. We want students to be able to identify and manipulate nouns and verbs in Latin and thereby improve their literacy skills in English. We want students to be curious about how European languages work and how they are interconnected.		
<b>Curriculum Content Overview:</b>		
<b>Autumn Term 1:</b> <i>Topic:</i> Caecilius <i>Grammar Focus:</i> parts of speech	<b>Spring Term 1:</b> <i>Topic:</i> negotium <i>Grammar Focus:</i> Declensions	<b>Summer Term 1:</b> <i>Topic:</i> in theatro <i>Grammar Focus:</i> Plural of nouns and verbs
<b>Autumn Term 2:</b> <i>Topic:</i> in villa <i>Grammar Focus:</i> Nominative and Accusative Case	<b>Spring Term 2:</b> <i>Topic:</i> in foro <i>Grammar Focus:</i> Present tense singular	<b>Summer Term 2:</b> <i>Topic:</i> Felix <i>Grammar Focus:</i> Perfect and Imperfect Tense
<b>How will your child be assessed in the SpringTerm?</b> <ul style="list-style-type: none"><li>• Each lesson the learning of the previous lessons will be assessed.</li><li>• There will be regular vocabulary tests.</li></ul>		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> <ul style="list-style-type: none"><li>• All content of the Vocabulary/Grammar booklet of the relevant Stages will be assessed.</li></ul>		
<b>What can you do to support your child?</b> <ul style="list-style-type: none"><li>• Help your child to learn vocabulary weekly.</li><li>• The Languages Faculty uses Quizlet and students will be supported in using the learning tool in their first Language lessons.</li></ul>		
<b>Wider reading and useful web-sites or activities to support learning:</b> <ul style="list-style-type: none"><li>• Read or listen to Roman and Greek myths.</li></ul>		

## Year 7 History Curriculum

<p><b>Staffing:</b> Jessica Stoddart, Joe Pengelly, Stuart Pickford, Eleanor George, Rachel Wylie  <b>Subject/Faculty Leader:</b> Rachel Wylie  <b>Email:</b> <a href="mailto:R.Wylie@syndenham.lewisham.sch.uk">R.Wylie@syndenham.lewisham.sch.uk</a></p>		
<p><b>Subject Curriculum Intent:</b>          Our history curriculum aims to provide students with a deep understanding of how the past has shaped the world we live in, equipping them to make sense of the dynamic environment of the twenty-first century.          Our curriculum will explore ‘hidden histories’ to enable students to explore the diversity of the past. Students learn how to use sources to discover and construct the past, igniting their curiosity. The history curriculum is rooted in subject discipline. The history curriculum empowers students to read, engage with and analyse historical scholarship, understanding that the past is also constructed. They are supported by strong substantive and disciplinary knowledge, enabling them to achieve academically.          Our history curriculum aims to encourage students to develop a chronological framework of British and world history to help them make sense of the knowledge they acquire. Through our history curriculum, students will expand their historical vocabulary and communicate their ideas in discussion, debates and in extended written work, demonstrating depth of historical thinking and argument.          We develop high performance learning by teaching historians to be analytical and critical thinkers, able to articulate the importance of freedom, democracy and the challenges faced to get there.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1: How dark were the dark ages?</p> <p>Autumn Term 2: Did the Normans bring a ‘truckload of trouble</p>	<p>Spring Term 1: Religion and Kingship</p> <p>Spring Term 2: What were the origins of the first crusade?</p>	<p>Summer Term 1: What can the she-wolves tell us about female power in the middle ages?</p> <p>Summer Term 2: Who travelled on the silk-roads?</p>
<p><b>How will your child be assessed in the Summer Term?</b>          Extended writing – Essay          Knowledge Tests</p>		
<p><b>Summer Assessment Revision Topics (students will be given detailed checklists):</b>          What were the origins of the first crusade? Essay</p>		
<p><b>What can you do to support your child in history?</b></p> <ul style="list-style-type: none"> <li>• Use your child’s knowledge organiser to support quizzing on key historic terms and core knowledge</li> <li>• Look out for historic documentaries on TV to broaden your child’s historic knowledge, for example The She-Wolves Episode 1 presented by Dr. Helen Castor</li> <li>• Encourage your child to read widely; history is a written subject and reading helps with writing great history. Historic fiction is a good place to start</li> </ul>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b>          BBC Bitesize KS3 History: <a href="#">KS3 History - BBC Bitesize</a>          The Black Tudors by Miranda Kaufman          The Silk Roads (Children’s version) by Peter Frankopan          Mansa Musa and the Empire of Mali by Jason Watson</p>		



## Year 7 Geography Curriculum

<p><b>Staffing:</b> George Ranson, Caitlin Dunham, Adam Dallimore-Levinson, Helen</p> <p><b>Subject/Faculty Leader:</b> George Ranson</p> <p><b>Email:</b> <a href="mailto:g.ranson@sydenham.lewisham.sch.uk">g.ranson@sydenham.lewisham.sch.uk</a></p>		
<p><b>Subject Curriculum Intent:</b></p> <p>By the end of Year 7, Sydenham will have studied a broad range of topics that focus on some of geography's most fundamental concepts. Students will explore a range of issues and learn about both the natural world and human society. These issues will also support students to broaden their 'geographic literacy' - the ability to understand the world around us and to consider our place within it.</p> <p>During Year 7, Sydenham geographers will also develop a range of core geographic skills such as critical thinking, data interpretation and extended writing with a focus on discussing major issues by using real-world examples, facts and figures.</p> <p>Ultimately, we aim to provide all students with tools that enable them to engage in discussion and thought about our changing world, and their role within it.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p><b>Spring Term 1:</b> <i>How does our world change over time?</i></p>	<p><b>Spring Term 1:</b> <i>Why is the Amazon Rainforest at risk?</i></p>	<p><b>Summer Term 1:</b> <i>What does it mean to be a Londoner?</i></p>
<p><b>Autumn Term 2:</b> <i>How does water shape the UK?</i></p>	<p><b>Spring Term 2:</b> <i>What does 8 billion people look like?</i></p>	<p><b>Summer Term 2:</b> <i>How are London and the UK changing?</i></p>
<p><b>How will your child be assessed in the Summer Term?</b></p> <ul style="list-style-type: none"> <li>At the end of the first half-term, students will be assessed with an end of unit assessment for the 'What does it mean to be a Londoner' unit. The assessment will cover content for this half-term only.</li> <li>At the end of the second half-term, students sit an end of year assessment, that covers all learning from Year 7.</li> </ul>		
<p><b>What can you do to support your child in Geography?</b></p> <ul style="list-style-type: none"> <li>Engage with your child around homework and retrieval (revision) of key knowledge. Quizzes and discussion are good ways to encourage students to test their understanding.</li> <li>Watch documentaries or films about the natural world. Geography is a broad so anything that focuses on the natural world or how our planet is changing would be relevant.</li> <li>Encourage your child to read widely; websites, books and magazines are all great places to learn about current global issues.</li> </ul>		
<p><b>Wider reading and useful websites or activities to support learning:</b></p> <ul style="list-style-type: none"> <li>Horrible geography – Anita Ganeri</li> <li>No one is too small to make a difference – Greta Thunberg</li> <li>BBC Bitesize - KS3 Geography</li> </ul>		

## Year 7 RE Curriculum

<b>Staffing:</b> Abigail Thirunavukarasu, Fay Nkrumah, Adam Dallimore-Levinson <b>Subject/Faculty Leader:</b> Abigail Thirunavukarasu <b>Email:</b> <a href="mailto:a.thirunavukarasu@sydenham.lewisham.sch.uk">a.thirunavukarasu@sydenham.lewisham.sch.uk</a>		
<b>Subject Curriculum Intent</b> <p>Throughout the year 7 Religious Education curriculum, we aim to develop integral skills which enable students to understand the society around them and how religion plays a major part within the communities in which they live in.</p> <p>We aim to ensure that students develop key skills such as critical thinking, evaluating, extended writing and interpretation of sources. We believe this will be a foundation for their learning within RE and allow them to flourish as well-informed theologians within Sydenham. Through the study of religion, students are encouraged to think critically, and it provides them with the ability to evaluate logical arguments and present these in a variety of formats.</p> <p>Students will be looking at a range of different religions and topics which will allow them to understand the diverse nature of religion and how it affects individual choice. Through this course it will teach students to empathise with those who hold opposing or different views to their own. Wherever you work or live, religion plays a part in people's lives, by giving students the opportunity to study the subject, we empower them by giving the skills to evaluate and analyse the strengths and weaknesses on critical matters.</p>		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: Big questions	Spring Term 1: Judaism	Summer Term 1: Islam
Autumn Term 2: Christianity	Spring Term 2: Islam	Summer Term 2: Golden Rule
<b>How will your child be assessed in the Spring Term?</b> Test on Christianity and Judaism a mix of keywords, concepts as well as a long written answer		
<b>Spring Term Assessment Revision Topics (students will be given detailed checklists):</b> <ul style="list-style-type: none"><li>• Keywords</li><li>• Quotes</li></ul>		
<b>What can you do to support your child?</b> <ul style="list-style-type: none"><li>• Engage with retrieval homework.</li><li>• Quizzes to ensure that students understand vocabulary.</li><li>• Encourage your child to read widely; as RE is a written subject, reading will help.</li><li>• Encourage students to engage with news, so that they are exposed to religion in the community</li></ul>		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="#">KS3 Religious Studies - BBC Bitesize</a> <a href="#">KS3 RE Quizzes   Learning and Teaching Year 7, Year 8 and Year 9 (educationquizzes.com)</a>		



## Year 7 PSHE Curriculum

<b>Staffing: H. Virgo-Furrs, F. Nkrumah, Nneka Lawson</b> <b>Subject/Faculty Leader: H. Virgo-Furrs</b> <b>Email: <a href="mailto:h.virgo-furrs@sydenham.lewisham.sch.uk">h.virgo-furrs@sydenham.lewisham.sch.uk</a></b>		
<b>Subject Curriculum Intent</b> <p>The PSHE curriculum intent is to provide a safe environment where our students develop their confidence, sense of responsibility and resilience when faced with challenges. To deliver a curriculum which is accessible to all and that will maximize the outcomes for every child. Our PSHE curriculum equips students with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, nurturing mental and physical health.</p> <p>We further enable through curriculum the development of students' respect, acceptance, and celebration of the diversity of modern society. It helps them to understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. Our students will have a more in-depth understanding of the importance of relationships, health, and well-being, connecting to the wider world and the impact this has on their everyday lives.</p> <p>We develop High Performance Learners by teaching students how to use meta-cognition in a wide range of thinking approaches and transfer knowledge from one circumstance to another. To show concern for society in their ability to empathize with those less fortunate, to show and respect diversity as a key part of our society. To work collaboratively to listen to the views of others and show willingness to work in teams.</p>		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: Transition and safety  Autumn Term 2: Democracy	Spring Term 1: Diversity  Spring Term 2: Health and Puberty	Summer Term 1: Building Relationships Summer Term 2: Financial decision making
<b>How will your child be assessed in the Summer Term?</b> Class work		
<b>Summer Term Assessment Revision Topics (students will be given detailed checklists):</b> No formal assessment		
<b>What can you do to support your child?</b> <ul style="list-style-type: none"> <li>• Engage with homework.</li> <li>• Quizzes to ensure that students understand vocabulary.</li> <li>• Encourage your child to engage in life skills e.g., Road safety and money management</li> <li>• Encourage students to engage with news, so that they are exposed to topical social issues in the community</li> </ul>		
<b>Wider reading and useful web-sites or activities to support learning:</b> <a href="#">KS3 PSHE and Citizenship - BBC Bitesize</a> <a href="#">KS3 PSHE, Relationships and Sex Education, and Health Education - BBC Teach</a>		



## Year 7 PE Curriculum

**Staffing:** Alice Fullilove, Schakara Notice, Cassain Chandler, Holly Redfern

**Subject/Faculty Leader:** Alice Fullilove

**Email:** [A.fullilove@sydenham.lewisham.sch.uk](mailto:A.fullilove@sydenham.lewisham.sch.uk)

### Subject Curriculum Intent:

We aim to develop physical literacy through offering a broad curriculum. Students will embed learning from KS2 and aim to build a foundation leading on to KS4.

We aim to give students a strong practical knowledge base to enable them to be creative, confident and to perform to a high standard.

We also aim to foster a love for sport, with the intent that students will continue to lead a healthy active life.

### Curriculum Content Overview:

<p>Autumn Term: Netball</p> <ul style="list-style-type: none"> <li>• Passing</li> <li>• positioning</li> <li>• Footwork and pivoting</li> <li>• Shooting</li> <li>• Introduction to positions</li> <li>• Game play</li> </ul>	<p>Spring Term 1: Gymnastics</p> <ul style="list-style-type: none"> <li>• Locomotion- Partner work</li> <li>• Transference of weight</li> <li>• Balancing- individual and partner work</li> <li>• Rolling</li> <li>• Routine work</li> </ul>	<p>Summer Term 1: Athletics</p> <ul style="list-style-type: none"> <li>• Throwing- Javelin, Discus, Shot Put</li> <li>• Jumping- Long Jump and High Jump</li> <li>• Track- 100m,200m,800m and relay</li> </ul> <p>Summer Term 2: Rounders</p> <ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Positioning</li> <li>• Batting</li> <li>• Fielding</li> <li>• Game play</li> </ul>
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### How will your child be assessed in the Summer Term?

Students are assessed informally every lesson and formally at the end of term. The practical assessment will be using the Head, Heart and Hands criteria.

Students are also assessed on their knowledge of skills, techniques and rules through a Microsoft Form at the end of each term.

### Summer Term Assessment Revision Topics (students will be given detailed checklists):

Athletics

Students will be given knowledge organisers to assist with revision

**What can you do to support your child?**

Encourage your child to attend extra-curricular clubs

Support your child to carry out research into the rules of all sports covered in Year 7

Engage with homework

Encourage your child to take part in a chosen sport outside of school

Encourage your child to watch Sport on TV

**Wider reading and useful web-sites or activities to support learning:**

[BBC Teach- KS3 Physical Education](#)

[Youth Sport Trust](#)

## Year 7 Art Curriculum

<p><b>Staffing: Stephanie Bailey, Martin Edwards, Louisa Griffiths, Kate Slipper</b>  <b>Subject/Faculty Leader: Caia Henderson</b>  <b>Email: c.henderson@sydenham.lewisham.sch.uk</b></p>		
<p><b>Subject Curriculum Intent:</b>  <b>The KS3 Visual Arts curriculum will build students critical thinking through exciting thematic projects. They will introduce students to the specifics of art materials and techniques to build an understanding of value, form and depth to draw, paint and make what they see accurately and skillfully. Through all of KS3 students will build the foundation skills that will support students during the GCSE course.</b></p>		
<p><b>Curriculum Content Overview:</b>  <b>In Visual Arts KS3 Art teaching will build students' knowledge of art techniques including drawing, designing and making. Art history and contextual studies underpin our enquiry question, in supporting students to reflect on and respond to the world around them in creative ways. Students explore themes such as 'Identity' to create a range of two and three dimensional works.</b></p>		
<p><b>Autumn Term 1:</b>  <u>Portrait Drawing planning:</u>            The importance of line and tonal variation.  <u>What's in a portrait?:</u>            Understanding context, symbolism and meaning in paintings by Frida Kahlo.</p>	<p><b>Spring Term 1:</b>  <u>Chinese Dragon</u>  <u>planning:</u> Chinese tradition, symbolism, politics and the art activism of of artist Ai WeiWei.            Dragon drawing and designing.</p>	<p><b>Summer Term 1:</b>  <u>Ecosystems planning work:</u>            Environmental issues and endangered species – understanding the rainforest.            Colour mixing and painting. Animal drawing.</p>
<p><b>Autumn Term 2:</b>  <u>Portrait outcome:</u>            Tonal portrait drawing.</p>	<p><b>Spring Term 2:</b>  <u>Chinese Dragon Mask</u>  <u>outcome:</u>            Construction and decoration of dragon mask.</p>	<p><b>Summer Term 2:</b>  <u>Rainforest collage outcome:</u>            Shape, cutting and collage using layering and perspective to understand depth.</p>
<p><b>How will your child be assessed in the Summer Term?</b></p> <p>Students will make a collage of a rainforest showing depth with perspective and colour.</p>		
<p><b>Summer Term Assessment Revision Topics (students will be given detailed checklists):</b></p> <p>Students should complete all retrieval practise homework tasks to build drawing skills and knowledge. These will be posted on class charts.</p>		
<p><b>What can you do to support your child in Art?</b></p> <p>Provide opportunities and give support for your child to complete homework quietly and use the revision tasks above.            Ensure your child has good drawing pencils, a rubber, 30cm ruler and sharpener.</p>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b></p> <p><a href="#">Tate Kids</a> Try out a wide range of art activities</p>		

[TateShots - YouTube](#) Watch short videos about contemporary artists  
[Art & Design lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#) Follow  
online lessons  
[BBC iPlayer - Britains Best Young Artist - Series 1: 1. Animal Art](#)



## Year 7 Drama Curriculum

<p><b>Staffing: M. Catchpole and S. Morrison</b>  <b>Subject/Faculty Leader: M. Catchpole/A. Akkari</b>  <b>Email: m.catchpole@sydenham.lewisham.sch.uk</b></p>		
<p><b>Subject Curriculum Intent:</b></p> <p>At Sydenham School the drama curriculum aims to engage and nurture a passion for drama and the arts focusing on exploration, creation and analysis. We at Sydenham look at a range of key dramatic conventions and genres helping students explore a variety of extracts looking at how meaning is created. Work is both practical and analytical giving students the opportunity to perform as well as become theatre critics using key drama vocabulary. Over the course of Year 7 students build their confidence and drama knowledge through a series of collaborative tasks with performance opportunities throughout the learning.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p>Autumn Term 1:  <b>Semiotics</b></p> <ul style="list-style-type: none"> <li>• How meaning in theatre is created and interpreted.</li> <li>• Staging terms</li> <li>• Key dramatic conventions</li> </ul>	<p>Spring Term 1:  <b>Dramatic structures and storytelling</b></p> <ul style="list-style-type: none"> <li>• Linear and non-linear</li> <li>• Narrative and plot</li> <li>• Perspectives and bias</li> <li>• Protagonist</li> </ul>	<p>Summer Term 1:  <b>Monologues and subtext</b></p> <ul style="list-style-type: none"> <li>• Annotation</li> <li>• Deliberate practice</li> <li>• Character development</li> </ul>
<p>Autumn Term 2:  <b>Melodrama</b></p> <ul style="list-style-type: none"> <li>• Stock characters</li> <li>• Story structure</li> <li>• Exaggeration</li> <li>• Line learning</li> </ul>	<p>Spring Term 2:  <b>Character interpretation</b></p> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Staging</li> <li>• Impact on audience</li> </ul>	<p>Summer Term 2:  <b>Scriptwriting</b></p> <ul style="list-style-type: none"> <li>• Character dialogue</li> <li>• Structure and narrative</li> <li>• Climax and anti-climax</li> </ul>
<p><b>How will your child be assessed in the Summer Term?</b></p> <p>Students are assessed informally throughout the term and formally every half term. Students are assessed on their collaboration, performance and evaluation skills. Formal assessments will take place focused on evaluation and analysis. An online quiz looking at key terminology will be completed by the end of the Summer Term.</p>		
<p><b>Summer Term Assessment Revision Topics</b></p> <p>Students will be engaged in deliberate practice tasks to support in lesson learning.</p>		
<p><b>What can you do to support your child in Drama?</b></p> <ul style="list-style-type: none"> <li>• Support your child by asking them about their drama learning</li> <li>• Encourage your child to practice learning lines at home where appropriate</li> <li>• Engage with homework tasks via classcharts</li> <li>• Encourage your child to join extra Curricula or Enrichment Activities open to year 7 students</li> <li>• Facilitate your child to visit the theatre or watch filmed theatre performances online (The school has a subscription to Digital Theatre plus -see link below)</li> <li>• Encourage your child to read a wide range of books including play texts (this helps with their imagination and creativity as well as their understanding of genre)</li> </ul>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b></p> <p>Digital Theatre <a href="http://www.edu.digitaltheatreplus.org">www.edu.digitaltheatreplus.org</a>  BBC bitesize drama <a href="http://GCSE Drama - Edexcel - BBC Bitesize">GCSE Drama - Edexcel - BBC Bitesize</a></p>		



## Year 7 Dance Curriculum

<b>Staffing: A.Hemstead H Redfern</b> <b>Subject/Faculty Leader: A.Hemstead /A Akkari</b> <b>Email: A.Hemstead@sydenham.lewisham.sch.uk</b>		
<b>Subject Curriculum Intent</b>  The Dance curriculum covers a diverse range of Dance styles and we aim to develop creative, performance and evaluation skills.  We develop group work skills. Students observe each other working and are encouraged to give feedback using Dance vocabulary.  We aim to give students a strong practical knowledge base to enable students to achieve academically. Above all we aim to foster a love of Dance, which could lead to the continuation of Dance study at KS4,5 and beyond.		
<b>Curriculum Content Overview:</b>		
Autumn Term 1: Actions	Spring Term 1: Country and Western	Summer Term 1: Hip Hop
Autumn Term 2: Ballet	Spring Term 2: Contemporary / Fusion	Summer Term 2: Thematic Dance
<b>How will your child be assessed in the Summer Term?</b> Students are assessed in every lesson informally and formally every half term. Students are assessed on their choreographic, performance and evaluation skills.		
<b>Summer Term Assessment Revision Topics (students will be given detailed checklists):</b> Students will engage in Deliberate Practice based on class work.		
<b>What can you do to support your child in Dance?</b> <ul style="list-style-type: none"><li>• Support your child to carry out research into the dances studied</li><li>• Encourage your child to practice class work dances at home</li><li>• Engage with homework</li><li>• Encourage your child to join Curriculum Enrichment Activities</li><li>• Facilitate your child to visit the theatre or watch filmed dance performances</li></ul>		
<b>Wider reading and useful websites or activities to support learning:</b> Students should carry out independent research into the Dance styles studied and deliberate practice of classwork prior to the following lesson to help develop movement memory, accuracy and performance skills.		

## Year 7 Music Curriculum

<p><b>Staffing:</b> J. Mathers, A.Akkari  <b>Subject/Faculty Leader:</b> MS Akkari  <b>Email:</b> a.akkari@sydenham.lewisham.sch.uk</p>		
<p><b>Subject Curriculum Intent</b></p> <p>The KS3 music curriculum will build students' understanding of a wide range of musical styles through an exploration of music from different genres and cultures. The curriculum will introduce students to the skills of listening, performing and composing, building knowledge and understanding of how music communicates. Students will learn how to create and perform music both as individuals and collaboratively, enabling them to learn how to express themselves effectively through the art form.</p> <p>Students will develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They will learn to listen with increasing discrimination and awareness to inform their practice as musicians. They will be encouraged to use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p> <p>Through all of KS3 students will build the foundation skills that will support students during the GCSE course.</p>		
<p><b>Curriculum Content Overview:</b></p>		
<p><b>Autumn Term 1:</b>  <u>Samba Performance</u>            A whole class ensemble-based performance module developing rhythm and performance skills</p> <p><b>Autumn Term 2:</b>  <u>Christmas Song writing</u>            Developing vocal skills through singing and a song writing competition across all Year 7 classes</p>	<p><b>Spring Term 1:</b>  <u>Keyboard Skills</u>            Developing notation skills through keyboard performance</p> <p><b>Spring Term 2:</b>  <u>Ukulele Performance</u>            Developing ensemble skills through singing and playing ukulele</p>	<p><b>Summer Term 1:</b>  <u>Music Technology</u>            An introduction to using Garageband for composition</p> <p><b>Summer Term 2:</b>  <u>Film Music</u>            A composition-based project creating a new trailer soundtrack for James Bond.</p>
<p><b>How will your child be assessed in the Summer Term?</b>            Music technology and film music will be assessed through a final composition in pairs and through MS Forms homework quizzes.</p>		

**Summer Term Assessment Revision Topics (students will be given detailed checklists):**

Knowledge organisers for all topics

Understanding of garageband

Listening questions in Minimalism booklets

**What can you do to support your child in Music?**

Provide opportunities for your child to listen to music and talk to them about the musical instruments and elements they hear. Ask them to talk to you about how it makes them feel and what it is in the music that does that.

Encourage your child to look into more examples of the music we are studying at this time and to explore how the same or different musical elements are present in each piece.

**Wider reading and useful web-sites or activities to support learning:**

[KS3 Music - BBC Bitesize](#)

Watching concerts in person or on television

## Year 7 Computer Science Curriculum

<b>Staffing: M. Warner, S Forrest</b> <b>Subject Leader: M. Warner</b> <b>Email: <a href="mailto:m.warner@sydenham.lewisham.sch.uk">m.warner@sydenham.lewisham.sch.uk</a></b>		
<b>Subject Curriculum Intent:</b> To develop students as effective digital citizens, computer programmers, computational thinkers, and problem solvers.		
<b>Curriculum Content Overview:</b>		
<b>Autumn Term:</b>  Using computers safely, effectively and responsibly Coding with Kodu	<b>Spring Term:</b>  Networks Scratch	<b>Summer Term:</b>  Data Modelling Digital Project
<b>How will your child be assessed in the Summer Term?</b> An online multiple-choice test in lesson		
<b>Summer Term Assessment Revision Topics (students will be given detailed checklists):</b> UCSER – account security, respectful communication, cyberbullying Coding with Kodu – Kodu code, creating landscapes, navigation and pathing Networks – benefits of networks, network hardware Scratch – sequence, variables, selection Data Modelling – spreadsheet, cell, cell reference, quick calculations		
<b>What can you do to support your child in Computer Science?</b> <ul style="list-style-type: none"><li>• Monitor engagement and completion of classwork in OneNote (online exercise book)</li><li>• Ensure completion of all set homework (check ClassCharts)</li><li>• Encourage independent completion of work missed due to absence</li></ul>		
<b>Wider reading and useful websites or activities to support learning:</b> <a href="#">BBC Bitesize – KS3 Computer Science</a> <a href="#">W3School.com - Learn to Code</a>		

## Year 7 Design and Technology Curriculum

<p><b>Staffing:</b> A.Winters, A. Gordon, D.Bima  <b>Faculty Leader:</b> A.Winters  <b>Email:</b> <a href="mailto:a.winters@sydenham.lewisham.sch.uk">a.winters@sydenham.lewisham.sch.uk</a></p>		
<p><b>Subject Curriculum Intent</b>          Students have the opportunity to discover their interests and talents through creative designing, planning and focused practical activities. They develop an awareness and appreciation of design and designers and what has inspired them. They build confidence and resilience through deliberate practice and solving problems for themselves and clients. They gain knowledge and understanding in how their choices affect themselves, their communities and the wider world.</p>		
<p><b>Curriculum Content Overview:</b> All Year 7 students will study all three DT subjects outlined below for one term but not necessarily in this order. For example, Autumn: Food. Spring: Product Design. Summer: Textiles.</p>		
<p><b>Food rotation</b>          Subject leader: A.Gordon          Students in Food Preparation and Nutrition will learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating. Students will:</p> <ul style="list-style-type: none"> <li>Recall and apply the principles of <i>the eat well guide</i> and the 8 tips for healthy eating, to their own diet.</li> <li>Demonstrate a range of food preparation and cooking techniques.</li> <li>Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes.</li> <li>Recall and apply the principles of food safety and hygiene.</li> <li>Identify how and why people make different food and drink choices.</li> </ul>	<p><b>Product design rotation</b>          Subject leader: D.Bima          Students on Product Design learn how to work safely and effectively with machines and tools to create an electronic and wood game to take home at the end of the project. There are some design activities to stimulate creative design and sketching skills. Learning about the social and environmental impact of products is embedded in the project.</p>	<p><b>Textiles rotation</b>          Subject leader: A.Winters          Students learn how to design and make a high quality re-usable shopping bag made from sustainable materials and inspired by a theme. Key skills include using the sewing machine safely, independently and accurately, designing patterns and sublimation printing. We consider the impact of our product on the environment.</p>
<p><b>How will your child be assessed?</b> In each DT subject students will be given verbal feedback during lesson time on all practical activities undertaken. Their final product will be formally assessed. They will sit a short end of year theory test, in June, which will contain nine questions, three for each DT subject studied.</p>		
<p><b>Assessment Revision Topics for end of term test:</b>  <b>Food:</b> Planning and Evaluation, Food Preparation Skills, Food and Nutrition, Food Safety, Food Science, Food Choice and Food Provenance.  <b>Product Design:</b> Generating design ideas, Making techniques, Product analysis, packaging, sketching  <b>Textiles:</b> Materials and the environment, Generating Design Ideas, Making techniques.</p>		
<p><b>What can you do to support your child in DT?</b>          Talk with them about their projects. Ask them to recall what the project is and describe what they are designing and making. Ask who it is for, what it will do, what it will be made from and why?</p>		
<p><b>Wider reading and useful web-sites or activities to support learning:</b>          BBC Bitesize</p>		