Parent Guide Curriculum

Year 7 2025 - 2026

Stowe Valley MULTI ACADEMY TRUST

Southam College

Ofsted Outstanding Provider

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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 2nd project allows pupils to use the visual elements and incorporate them into a serious 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 3rd 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: Cultures The 4th 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 Weidermann
- 'The Art Book: Big Ideas Simply Explained', by DK
- 'Abstract Art (Basic Art Series 2.0)', by Dietmar Elger

GO FURTHER!

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

Students study a range of topics that help underpin the core values of the school: kindness, confidence and resilience. They begin their studies by establishing an understanding of the key concepts of the protected characteristics, discrimination and empathy and then look at how they can take care of themselves as well as playing an active role in communities both locally and globally.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn 1	Relationships: What are respectful relationships? What are the characteristics of positive and healthy friendships? What practical steps can be taken to improve or support respectful relationships?	Responses to written tasks and through discussion
Autumn 2	Health & Well-Being: How can I make sure that I am physically and emotionally healthy? How can I critically evaluate the impact anything that I do or am involved in on my mental health? Why is sufficient, good quality sleep important for my physical and mental health?	Responses to written tasks and through discussion
Spring 1	Living in the Wider World: What are the benefits of a Fair Trade economy? How does a Fair Trade economy offer an alternative to a global economy?	Responses to written tasks and through discussion
Spring 2	Living in the Wider World: How can we play a part in a democracy in our community? What is the difference between Government and Parliament? What are the advantages and disadvantages of the different voting systems?	Responses to written tasks and through discussion
Summer 1	Relationships: What influences individuals into taking drugs? What is a 'drug'? What are the different classifications? What are some beliefs about drugs? What influences people into taking drugs?	Responses to written tasks and through discussion
Summer 2	Talk Topics	

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'

GO FURTHER!

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 Computing. 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 Spreadsheet so students can experience how software management systems work and end year 7 by re introducing them into scratch from KS2 for students that have done it and enhance these skills as well as introducing it to students who have not done it before.

Curriculum and Assessment Schedule

Term	Topic	Assessment
Autumn	Using computers safely, responsibly, and effectively Students have come from primary learning about e-safety. This term we introduce students in ways to use technology safely and using computers safely, responsibly, and effectively including protecting themselves online and knowing how to report it. Alongside these students learn how to use email and the features. We conclude by introducing students how to effectively search on the internet and teach students desktop publisher skills to create a leaflet on malware.	December
Spring	Spreadsheet Modelling Students will learn how to use basic techniques and key terms in spreadsheet to model different scenarios. Within this student would have collected and analysed data and presented in appropriate format. The skills students develop in this unit directly crosses over in different curriculum areas, science, maths, geography as well as giving them a real insight on how it is used industry.	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 game of their choice. Finally, they will learn to test and debug their programs as they develop.	July

Subject Specific information:
Students have 2 lessons fortnightly. emails, web safety, presentation, spreadsheets, Desktop Publishing, Scratch programming, and the basics of computer science.

Reading Suggestion

- '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	An introduction to what Drama is and some of the skills we use.	HT1 Self assessment reflection HT2 Teacher FAR assessment "standing, walking, running or flying" under the focus of : Collaboration, Imagination, Reflection and Creation. Students are part of this conversation in a Know, How? Show process of discussion.
Spring	A highlight of comedy through history	HT3 Self assessment reflection HT4 Teacher FAR assessment "standing, walking, running or flying" under the focus of : Collaboration, Imagination, Reflection and Creation. Students are part of this conversation in a Know, How? Show process of discussion.
Summer	War Horse by Michael Morpurgo. Looking at some of the storyline and techniques we can use to bring stories to life	HT5 Self assessment reflection HT6 Teacher FAR assessment "standing, walking, running or flying" under the focus of : Collaboration, Imagination, Reflection and Creation. Students are part of this conversation in a Know, How? Show process of discussion.

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.

GO FURTHER!

Reading Suggestions

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

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	Skills to assess
Autumn 1	Creative writing inspired by the novel October, October	- Reading and comprehension - Using features of descriptive writing - Implementing a range of sentence types
Autumn 2	Myths and Legends	- Reading and comprehension - Using features of narrative writing
Spring 1	Henry V	- Speaking and Listening assessment
Spring 2	Crime	- Use of purposeful rhetorical devices - Drafting
Summer 1	Novel – Ruby in the Smoke	- Embedding quotations - Making inferences
Summer 2	Poetic Voices	- Understanding how a poet uses metaphor to create meaning

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.

Reading Suggestions

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

GO FURTHER!

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: Coastal Landscapes	Test: - Map skills - Coastal processes and landforms
Topic 2: Wild Weather	Test: - Interpretation skills - Using places/events as examples
Topic 3: Population	Test: - Graphical skills - Map skills - Causes and consequences of population change
Topic 4: Environmental Issues	Extended writing and test
Topic 5: Africa	Test: - Map, graph and image interpretation - Human, physical and environmental characteristcs of parts of Africa

Reading Suggestions

- 'Prisoners of Geography: Our World Explained in 12 Simple Maps' by Tim Marshall
- 'A Bigger Picture' by Vanessa Nakate
- 'Wild Maps' by Mike Higgins
- Horrible Geography series

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	History skills
Topic 2: Norman Conquest	How did William gain control of England?
Topic 3: Castles	To what extent did castles change over time?
Topic 4: Power in Medieval England	How far did the balance of power change in the Medieval period?
Topic 5: Changing beliefs and understanding of the world in the Tudor period	How far did beliefs change in Tudor England?

Subject Specific information:
Home Learning will consist of knowledge checker quizzes to allow students extra opportunity for purposeful retrieval practice. Each half term, students will be given a 'Home Learning postcard' to complete at home to support recall of knowledge and build links with home.

Reading Suggestions:

- Horrible Histories series: 'Measly 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

GO FURTHER!

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 are based on the idea of Maths mastery. Students study 15 units per year. Each half term there is an assessment based on the units studied, 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: Sequences, Understand and use algebraic notation, Equality and equivalence	Autumn 1 test
Half term 2: Place value and ordering integers and decimals, Fraction, decimal and percentage equivalence	Autumn 2 test
Half term 3: Solving problems with addition and subtraction, Solving problems with multiplication and division, Fractions and percentages of amounts	Spring 1 test
Half term 4: Operations and equations with directed number, Addition and subtraction of fractions	Spring 2 test
Half term 5: Constructing, measuring and using geometric notation, Developing geometric reasoning	Summer 1 test
Half term 6: Developing number sense, Sets and probability, Prime numbers and proof	Summer 2 test

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

The Y7 French curriculum is designed to follow Dr Gianfranco Conti's Extensive Processing Instruction (EPI) method for language learning. Every activity and text that students encounter is chosen to allow them to process and produce each vocabulary or grammar item many times over with an aim to embed this into their knowledge. Our EPI approach includes sentence builders central to all lessons and a large emphasis on listening in French to help model target language constructions. Our approach is separated into 4 key areas :

Modelling and Awareness Raising Students are presented with French language chunks, where extensive drilling of language is experienced through a wide range of speaking and listening games.
Receptive Processing Students experience an extensive range of listening and reading tasks which repeat key vocabulary. This phase helps develop decoding skills and fluency.
Structured Production Students produce French language in a structured and safe context over and over to consolidate their understanding of their topic vocabulary.
Expansion and Spontaneity Students work on longer communicative tasks in a less scaffolded environment, with a strong emphasis on speaking and writing small paragraphs in 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.

Curriculum and Assessment Schedule

Topic	Assessment
Module 1: Introductions Basic information about yourself, French alphabet and sounds, Names and ages, Birthdays and months	Mid point – listening task End point – speaking task
Module 2: About me Physical descriptions, House types and locations,	Mid point – reading task End point – translation task
Module 3: Family and Friends Personality descriptions, Relationships, Pets and colours	Mid point – listening task End point – writing task
Module 4: School and Jobs School subjects and opinions, Telling the time, Jobs	Mid point – listening task End point – speaking task

Subject Specific information

- Students have 3 lessons of French fortnightly.
- Home Learning usually consists of learning vocabulary or an online consolidation task using our Language Gym subscription.
- Students will be issued with a Student Guide which contains all the essential Sentence Builders 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

- 'KS3 French Revision Guide', by Collins
- J'aime Lire magazine, Bayard Jeunesse

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. Students are encouraged to speak German in the classroom as much as possible.

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	Mid point – listening task End point – speaking task
Unit 2: Die Schule School subjects and timetable, Days of the week, Opinions with justifications, Numbers 1-60, Telling the time, Food and drink at school, Clothes and school uniform	Mid point – reading task End point – translation task
Unit 3: Meine Familie Siblings, Family members, Pets, Giving personal details about others, Physical descriptions, Descriptions of personality	Mid point – listening task End point – writing task
Unit 4: Freizeit Sports, Musical instruments, Likes, dislikes and preferences, Hobbies, Time frequency phrases, Present tense verb endings	Mid point – listening task End point – translation task

Subject Specific information

- Students have 3 lessons of German fortnightly.
- Home Learning usually consists of learning vocabulary or an online consolidation task using our Language Gym subscription.
- 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

- 'KS3 German Revision Guide', by Collins
- Fertig…los magazine, ELI

GO FURTHER!

1. Research our German partner school, the Hölderlin Gymnasium, Lauffen-am Neckar, and find out the differences between their and our school.
2. Design ideal school uniform and write about it in German.
3. Produce a film in German about your school for our German partner school.

Modern Languages: Spanish

The Y7 Spanish curriculum is designed to follow Dr Gianfranco Conti's Extensive Processing Instruction (EPI) method for language learning. Every activity and text that students encounter is chosen to allow them to process and produce each vocabulary or grammar item many times over with an aim to embed this into their knowledge. Our EPI approach includes sentence builders central to all lessons and a large emphasis on listening in Spanish to help model target constructions. Our approach is separated into 4 key areas :

Modelling and Awareness Raising Students are presented with French language chunks, where extensive drilling of language is experienced through a wide range of speaking and listening games.
Receptive Processing Students experience an extensive range of listening and reading tasks which repeat key vocabulary. This phase helps develop decoding skills and fluency.
Structured Production Students produce French language in a structured and safe context over and over to consolidate their understanding of their topic vocabulary.
Expansion and Spontaneity Students work on longer communicative tasks in a less scaffolded environment, with a strong emphasis on speaking and writing small paragraphs in French.

Curriculum and Assessment Schedule

Topic	Assessment
Module 1: Introductions Basic information about yourself, Spanish alphabet and sounds, Names and ages, Birthdays and months	Mid point – listening task End point – speaking task
Module 2: About me Physical descriptions, House types and locations	Mid point – reading task End point – translation task
Module 3: Family and Friends Personality descriptions, Relationships, Pets and colours	Mid point – listening task End point – writing task
Module 4: School and Jobs School subjects and opinions, Telling the time, Jobs	Mid point – listening task End point – speaking task

Subject Specific information

- Students have 3 lessons of Spanish fortnightly.
- Home Learning usually consists of learning vocabulary or an online consolidation task using our Language Gym subscription.
- Students will be issued with a Student Guide which contains all the essential Sentence Builders 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

- 'KS3 Spanish Revision Guide', Collins
- ¡Hola! ¡Vamos! Magazine, ELI

GO FURTHER!

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 will learn to think and work as musicians from the very beginning of their musical studies in year 7. They will learn about the context and theory behind the music we study through a range of music making activities. Through the year students will develop their instrumental and vocal skills in order to develop as expressive performers, creative composers and discerning listeners.

Curriculum and Assessment Schedule

Topic	Assessment
Topic 1: West African Drumming	Group drumming performance
Topic 2: DAW introduction	Composition of original piece of music.
Topic 3: Keyboard Skills	Individual performance
Topic 4: Orchestral Sounds	Recreation of a piece using orchestral sounds of the DAW
Topic 5: Ukulele Medley	Group performance of a medley arranged by the group.
Topic 6: Gamelan Music & Pentatonic Scales	Composition and performance of a melodic piece using the pentatonic scale

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

GO FURTHER!

- Instrument/ Voice/Music Tech Tuition.
  Booked via www.warwickshiremusichub.org
- Extra-Curricular clubs
- MusicTheory.net fee online lessons and exercises
- Research into styles / genres studied
- Use of MuseScore, BandLab or similar for music software
- 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, Football, Gymnastics, Dance, Health Related Fitness, Badminton, Hockey, Basketball Athletics, Cricket, Rounders, Tennis, Swimming and Handball.

At the start of the year students are assessed in a baseline assessment to allow for appropriate groupings to aid development.

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 as well as understanding the need to warm up and cool down effectively and safely.

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

GO FURTHER!

Come along to any one of our lunchtime or after school extra-curricular clubs. There are is a huge variety of sports on offer for students of all abilities. See one of the PE 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	What difference does it make to believe in…?	Students complete a formative assessment quiz as a mid-topic review of their learning.
Autumn 2	What difference does it make to believe in…?	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?	Students complete a formative assessment quiz as a mid-topic review of their learning.
Summer 1	Exam preparation	End of Year Exam
Summer 2	Does religion help people to be good?	Timed Assessment: "You don't need religious rules to be a good person.' Discuss.

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	Formative assessment in class
Autumn 2	Organisation	Summative test following half term break
Spring 1	Skeletal system	Summative test prior to half term break
Spring 2	Respiratory system	Formative assessment in class
Summer 1	Reproduction in humans	Formative assessment in class
Summer 2	Reproduction in plants	Year 7 End of Year Exam, June

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

GO FURTHER!

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	Formative assessment in class
Autumn 2	Changes of state	Summative test following half term break
Spring 1	Elements, Atoms and Compounds	Summative test prior to half term break
Spring 2	Chemical reactions	Formative assessment in class
Summer 1	Chemical reactions (continued)	Formative assessment in class
Summer 2	Acids and Alkalis	Year 7 End of Year Exam, June

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

GO FURTHER!

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	Formative assessment in class
Autumn 2	Space	Summative test following half term break
Spring 1	Sound	Summative test prior to half term break
Spring 2	Light	Formative assessment in class
Summer 1	Light continued and Revision	Formative assessment in class
Summer 2	Revision	Year 7 End of Year Exam, June

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	Cooking and Nutrition 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. 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.	Home learning: Breads from around the world Diet related illnesses 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. Students will be tested on what they have learnt in the module which will be assessed as a percentage.
Module 2	Product Design – Nightlight Project Electronics - Students will explore the principals of a flashing light circuit. Students will learn about the names and functions of a selection on components. 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.	Home learning: Students will be assessed across 2 home learning tasks. Students will receive assessments in the designing element of the module and a final assessment at the end of the module. Students will be tested on what they have learnt in the module which will be assessed as a percentage.

Module 3	Textiles – Decorative Panelled Product Students will have practical lessons to create their own product using a range of hand sewing skills. Students will explore green issues and sustainability, they will be taught a range of sewing techniques and different stitches. The main aim for this project is for students to develop their confidence using fabrics to design an decorative pattern on the theme of the "Environment" and be able to construct a product with accuracy. 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.	Home learning: Sewing machine questions and care labels work sheet. Students will complete assessments in their practical work and a final assessment at the end of the module. Students will be tested on what they have learnt in the module which will be assessed as a percentage.
Module 4	Visual Communication – Mug Design Students will enhance their knowledge of digital design work and combine it with Graphic techniques to produce a selection of Pop Art Designs. Throughout the project students will use Pop Art 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. Students will develop a design using CAD and sublimation print their designs onto a Mug.	Home learning will be set and assessed every 3 weeks. Students will have an ongoing assessment in the form of marking in their work books and a final assessment of their final product. The final assessment will be an end of unit test.

<u>Subject Specific information:</u>

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.foodafactoflife.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!